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ABSTRACT

This manual provides a relevant resource for English literature teachers who wish to take advantage of the extensive library of computer software materials available to expand and strengthen classroom instruction, as well as use alternative methodology. The manual presents selected lesson plans which facilitate the integration of computer-based instruction with the regular methods practiced by teachers. These plans not only indicate the features of the software, but also represent a sharing of ideas on its applications by teachers who have had successful experiences with computers and enriching concepts and skills in the literature classroom. The lessons in the manual (structured around the elements of the short story, the novel, plays, and tales, myths, and fables) are intended as a reference and guide, not as a sequential course. Appendixes contain information about software duplication guidelines, copying public domain disks for MS Dos and Apple computers, and lists of software and literary works used in this manual. (KEH)

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COMPUTERS IN THE ENGLISH LITERATURE CLASSROOM

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COMPUTERS IN THE ENGLISH LITERATURE CLASSROOM

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Foreword

The rapid establishment of the computer as a routine instrument of instruction and its successful integration within curricula inspires educators to continue to explore its potential and expand its applications.

The purpose of this guide is to offer teachers and supervisors a working knowledge of current approaches to the direct application of the computer to the classroom, from which we can count on them to constantly devise new ideas for its use. Since computer-centered instruction rests upon a dynamic, evolving technology, only flexible and contemporary methods and materials will lead to fulfillment of its possibilities for the benefit of our children. We encourage our colleagues to experiment freely from the base of this guide's lesson plans and suggestions, and to work in concert with us to assure the computer's continued use as an efficient classroom tool.

I invite you to write to me directly with any comments or suggestions.

Irwin Kaufman

Irwin Kaufman, Chief Information Officer
New York City Board of Education

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Introduction/Notes on the Use of This Guide

The purpose of this manual is to provide a relevant resource for English literature teachers who wish to take advantage of the extensive library of computer software materials available to expand and strengthen classroom instruction, as well as use alternative methodology.

Computers in the English Literature Classroom presents selected lesson plans which will facilitate the integration of computer-based instruction with the regular methods practiced by teachers. These plans not only indicate the features of the software, but also represent a sharing of ideas on its applications by teachers who have had successful experiences with computers and enriching concepts and skills in the literature classroom.

It must be emphasized that this collection of suggested lessons is not intended as a sequential course, but rather as a reference and guide from which teachers may draw to the extent and in the manner they deem appropriate for their students.

Teachers should familiarize themselves with the section of this book on "Classroom Management Procedures" before using the computer lab with their classes. Further assistance may always be obtained from your local Technical Assistance Center. (See "For More Help...")

It is expected that as teachers gain in experience with the computer as a teaching tool and in familiarity with the software content and flexibility of its use, they will not only utilize the plans increasingly, but will also devise many new strategies for future development of these materials.

Preface: Computers - Teaching Tool

Computers were obviously not in mind when antislavery preacher Henry Ward Beecher offered this defense of technology over a hundred years ago:

> "A tool is but an extension of a man's hand, and
> a machine is but a complex tool..."

We may nevertheless find in it encouragement in considering their applicability to teaching and learning. Teachers already seasoned in computer-based instruction understand its power in raising instructional effectiveness, and are free of unwarranted concern about bypassing human reason and the loss of affective considerations. Others, at the threshold of engaging this seemingly robotic methodology, may confidently expect that even these complex machines are simply extended tools of instruction. They are fully controlled by the instructor's hands as readily as the conventional ones - chalk, textbooks and the like.

Teachers may anticipate at least the following advantages to incorporating the computer into their regular instructional program:

- students may study individually, and yet together, on synchronized exercises
- each student is required to focus attention narrowly; the graphic, repeatable presentations and explanations may ensure a clearer understanding of the lesson's topic
- it allows a greater immediacy of active, individual response for a greater number of students
- it gives students immediate feedback to their responses
- students may work at their own pace rather than at the pace of an imaginary class median
- it makes possible a more extended contact with the subject matter, as an individual or as part of a small group
- it affords absentees a certain and convenient way to catch up on missed studies
- it opens up to teachers strategies to make more efficient use of class time than some traditional question-and-answer lessons
- students' responses are treated in a nonjudgemental way, which may make learning more comfortable for some students; it never gets tired of a demand for countless repetitions of the same instruction
- it may free the teacher of not just routine instructional tasks but also tiresome chores of keeping records of student needs and progress
- an additional varied approach to presentation and drill is made available

- it holds an intrinsic motivational quality that may increase student interest, concentration and retention

Experienced teachers will quickly recognize that these established advantages are thoroughly consistent with sound teaching practices and, skillfully applied, provide considerable support for their efforts to provide students with optimally effective and interesting instruction.

We are confident that the enclosed software will make teaching and learning a little more rewarding and enjoyable for you and your students.

Classroom Management Procedures

Thirty-six students working independently at 16 or more computer stations can easily lead to an almost chaotic confusion during a computer lab period, particularly if finding and distributing each student's working diskette takes too much time at the start. In addition, your ability to retrieve the performance information the program will record for each student depends upon carefully organizing the distribution and collection of the diskettes from the start. For these reasons, and a host of others, it is a good idea to think of classroom management procedures long before the computer lab period actually takes place, and to structure both the computer period and the computer room in ways that will make the period run smoothly and effectively.

In an ideal world each of your students would be able to work independently at a computer workstation, and that situation may exist in some classrooms at some times during the year. But most classes consist of 30 or more students and most computer labs of 16 or fewer workstations; the large number of workstations and the larger number of students require careful record keeping and classroom management. Students must work in a highly structured environment in the lab or they will accomplish much less than you expect them to.

The following outline of suggested procedures will help you create a structured computer lab; after a few periods in the lab you may want to modify the procedures to better suit your own needs.

I. Before the computer lab period.

1. If you are not familiar with the computers in your school, or not entirely comfortable with them, spend some time working with them on your own before you guide your students in using them. Your uncertainty or uneasiness about computers may leave you at a loss at some point in your lesson or be transmitted to those of your students who also feel intimidated by the machine. In either case it will have a negative effect on your lesson.

2. Preview the software you intend to use thoroughly. Learn what it does and how it works. Find out what background information your students will need to run the program --for example, what vocabulary they will have to know. Once 16 groups of students start working and, presumably, asking questions, it will be impossible to decipher anything about the program that you, and they, may find confusing.

3. Number each workstation in the computer lab clearly, so that you and the students can see the numbers easily.

4. The copyright of the enclosed diskettes belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of these diskettes for use in the New York City Public Schools, either in day or evening sessions, without obtaining further permission. Use the DOS diskcopy command to create one set of operating diskettes of the program you plan to use for each student in the lab, plus some extras in case a few of your copies don't function or are lost. Do this for each class with which you intend to use the program. After you have made as many copies as you need, place the original program diskette in a secure place for future duplication.

   If it isn't possible to copy one student working diskette for each member of the class, you can use one diskette at each workstation. However, the advantages of individual student diskettes outweigh the disadvantages, and by a wide margin. Diskettes are relatively inexpensive, particularly when they are ordered in large quantities, and you will be able to use them year after year, virtually forever, simply be recopying the original program diskette over them whenever a class completes the program. In addition, providing each student with an individual diskette will prevent certain student generated errors from occurring and make classroom management and student evaluation much easier for you. Refer to the section of this booklet entitled "Software Duplication Guidelines" for copying instructions and for information about obtaining diskettes through a Bureau of Supplies contract.

5. Clearly label each diskette to coincide with one of the workstations--i.e., diskette number 14 must always be used at workstation 14. (Of course, any diskette will work at any station, but for classroom management purposes make sure the students follow this rule strictly.)

6. Divide your class into workstation groups of two, three, or four students, as needed. Look over the student combinations carefully before making final assignments. If you don't feel that a particular combination of students will work well together for an extended period of time, don't allow them to form a group. Once a group has been established, it will be necessary for those students to work together through each of the modules in the program, a procedure that can last for weeks.

7. Assign each group a work station number and keep a close record of the names of the group members and their group number. Each group should work at the same workstation through the entire program, and with the same student operating diskette. Each student operating diskette will eventually hold all of the records of only those students who use that diskette.

   If a student uses a different diskette each time he works, the records will be scattered among them all, and it will be difficult to retrieve them; for 30 or more students it would be too time consuming to be feasible.

8. As an extra precaution, label each diskette with the names of the students who will use it.

II. During the computer lab period.

1. At the beginning of the period have the students sit at their assigned workstations, with no exceptions. Then distribute the diskettes according to their corresponding numbers; the student names on the diskettes should also correspond to the students who are at each workstation.

2. At the end of the period collect the diskettes and store them in numerical order to make their distribution at the next period easier.

3. Once you have established workstation groups, assignments, and procedures, resist any temptation to make changes unless the changes will clearly be to your advantage. As in any classroom, the closer you follow established procedures, the more control you will maintain over the period and the more effective the use of the software will be.

Table of Contents

Foreword iii
Acknowledgments iv
Introduction/Notes on the Use of This Guide v
Preface: Computers - Teaching Tool vi
Classroom Management Procedures viii

I. Short Story 1
  1. The Tell-Tale Heart and The Cask of Amontillado 3
  2. Use of Detail - The Tell-Tale Heart 7
  3. Facts in a Detective Story - Perry Mason: The Case of the Mandarin Murder 9
  4. The Elements of the Short Story - The Ransom of Red Chief, The Gift of the Magi 11

II. Plays 15
  1. Theme of Julius Caesar 17
  2. A Tragic Hero - Macbeth 21
  3. Romeo and Juliet 24
  4. Creating a Script 26
  5. Conflict - A Raisin in the Sun 29
  6. Characterization in The Miracle Worker 31

III. The Novel - A. Plot Elements 35
  1. How a Mood is Created by a Setting: The Hound of the Baskervilles 37
  2. The Life Cycle in The Good Earth 39
  3. Plot Development: Flowers for Algernon 43
  4. Plot Elements in Giants in the Earth 47
  5. Comprehension Skills: A Wrinkle in Time 51
  6. Satire: Adventures of Huckleberry Finn 54
  7. Plot Elements in The Hobbit 56
  8. Conflicts and Symbols in A Separate Peace 59
  9. Symbolism: Dracula 63
  10. Plot Development: Dracula 65
  11. Plot Elements in Two Jack London Stories 69
  12. Setting in A Farewell to Arms 72
  13. Identifying Elements of a Plot: The Great Gatsby 76

IV. The Novel - B. Character 79
  1. Development of Characters in The Pigman 81
  2. Characterization in Lord of the Flies 85
  3. Handicaps in The Heart is a Lonely Hunter 89
  4. Characterization in Great Expectations 92
  5. Character: Dr. Jekyll and Mr. Hyde 96
  6. Characterization in Wuthering Heights 98
  7. Plot and Character Details in The Adventures of Tom Sawyer 102
  8. Delineation of Character: The Pearl 106
  9. Theme and Characterization in Of Human Bondage 108
  10. Characterization in The Red Pony 112
  11. Character (Anthropomorphism) in Charlotte's Web 116
  12. Characterization: The Diary of Anne Frank 118

V. The Novel - C. Theme 121
- 1. A Political Satire - Animal Farm 123
- 2. Conflict in The Pearl 126
- 3. Social Protest as Depicted in Cry, the Beloved Country 130
- 4. Themes of 1984 134
- 5. Theme: The Chocolate War 138
- 6. The Theme of The Scarlet Letter 141
- 7. Conflict in The Call of the Wild 144
- 8. Use of Plot Elements and Style to Establish the Theme in All Quiet on the Western Front 147
- 9. Theme of The Pearl 151
- 10. The Influence of Technology: Brave New World 154
- 11. Family Love in Sounder 157
- 12. Importance of Games and Rules in Alice in Wonderland 159
- 13. Dehumanization: The Diary of Anne Frank 161

VI. Correlating Software with the Novel: Fahrenheit 451 165
- 1. Introduction to Fahrenheit 451 167
- 2. Integration of Story Elements Into the Design of the Clue Documentation and Equipment Necessary for Using Software 170
- 3. Software System Word Lists 172
- 4. Comparison of Software With Text Inspiration........ 174
- 5. Software Review Criteria (For Use With the Original Text) 177

VII. Tales, Myths and Fables 181
- 1. Greek Mythology: Background I 183
- 2. Greek Mythology: Background II 187
- 3. Greek Mythology: The Odyssey 191
- 4. Beauty and the Beast - I (Moral) 194
- 5. Beauty and the Beast - II (Sequencing Events) 196
- 6. Beauty and the Beast - III (Homophones) 199
- 7. Epic: Comprehension of The Adventures of Sinbad 202
- 8. Moral: Jack and the Beanstalk 205
- 9. Elements of a Fairy Tale: Rumpelstiltskin 207
- 10. Fable: The Little Prince 209
- 11. Details: Rapunzel 212
- 12. Tall Tales: Pecos Bill 214
- 13. Aesop's Fables: The Mouse and the Lion 216
- 14. Aesop's Fables: The Rabbit and the Turtle 218
- 15. Aesop's Fables: The Dog and His Reflection 220

Appendices 223
- Software Duplication Guidelines 225
- Copying Public Domain Disks for MS DOS Computers 226
- Copying Public Domain Disks for Apple Computers 228
- Caring for Your Diskettes 230
- For More Help 231
- List of Software Used in This Book 232
- Literary Works Used in This Book 233
- Fables and Fairy Tales 234

I.

SHORT STORY

TOPIC: *The Tell-Tale Heart* and *The Cask of Amontillado*

Aim: How does Poe use literary devices to create suspense?

Performance Objectives: Students will be able to:

- define plot
- explain how Poe successfully develops his plots
- explain the elements of setting
- describe how Poe's settings contribute to the mood
- explain how characters are developed
- describe Poe's character development
- explain how motivation affects character development
- define theme
- state the themes of the two stories
- identify Poe's tone in each of the stories
- compare the stories

Materials:

- Apple computer lab
- software: The Tell-Tale Heart and The Cask of Amontillado by Media Basics Courseware
- short stories: The Tell-Tale Heart and The Cask of Amontillado by Edgar Allan Poe
- record: The Tell-Tale Heart

Do Now:

Name a movie or television show that is a good example of suspense. Explain why.

Vocabulary: plot, climax, setting, point of view, characterization, mood, motivation, theme, suspense, tone

Motivation:

Read the following to the class:

"The guy's name was Snodgrass and I could see him getting ready to do something crazy. His eyes had gotten bigger, showing a lot of the whites, like a dog getting ready to fight."

Tell the class that these are the first two sentences of the short story Trucks which is one of the selections in the book Night Shift by Stephen King. What makes the first two sentences of Stephen King's short story give you an idea that the story will be one of horror and/or suspense?

Development:

1. (It is important that the class read both short stories before this lesson. This is an excellent review before a test on these two stories and on the elements of the short story. They should have access to both stories. If possible, get the record The Tell-Tale Heart and play it for the class.) Tell the class that a hundred years before Stephen King was born, Edgar Allan Poe was creating stories of mystery and suspense. He is the original master. Ask the class what they know about Poe.

2. Ask the class for the definitions of the terms that follow. If possible, prepare a rexo of these literary devices and terms so that the class can easily refer to them while discussing the stories and using the computer program.

3. plot - the series of events that make up the total action of a story
   climax - the point of highest interest in a story
   setting - the time, place, and mood of a story's location
   mood - the dominant emotion expressed in the story
   point of view - the vantage point from which the story is told
   characterization - how the author presents the characters (how they look, what they wear, what they do, what they do not do, what they say, how they react to others, how others react to them, what others say about them)
   motivation - something that causes a person to act
   theme - the main idea of the story
   suspense - the quality of a story that makes the reader uncertain of the ending
   tone - the author's attitude toward the story

4. Tell the class that Poe successfully uses all the elements to achieve mystery and suspense. After using the software they will be able to discuss exactly how he does this so well in both of his stories. Tell them to take notes as they use the program.

5. The program is self-booting. If a mistake is made, the students will be given another opportunity to answer after seeing another clue. After that, they will see the correct answer with an explanation. Bonus points will be given for extra questions to those students who score well in the first part of each section.

6. They will select the following options from the Main Menu:
   SECTION I - RESPONDING TO THE BOOK - PARTS A, B
   SECTION II - UNDERSTANDING THE STORY - PARTS A, B, C, D
   The suggested time for this activity is 25 minutes.

7. Discuss each story in terms of these elements: plot, climax, setting, point of view, characterization, mood, motivation, theme, suspense, and mood. Do this activity in small groups first and then have a class discussion. (Write Tell-Tale Heart and Cask of Amontillado on the board and make a list of the answers for each story element.)

8. Discuss how obsession, guilt and revenge affected the characters.

Summary:

1. What is plot? Trace the plot of each story. Why is each plot so full of suspense? What is the climax of each story? Why is each one so horrifying?
2. What are the elements of setting? What is the setting of each story?
3. What is mood? What is the mood of each setting?
4. What is suspense? How does Poe create it in each story?
5. How does an author develop characters? Describe how Poe develops his.
6. What is theme? What is the theme of each of these stories?
7. What is tone? What is Poe's tone in each story?
8. How are the stories alike? Different?

Homework: Worksheet

Enrichment:

1. Write a composition evaluating the motives of each of the murderers. Explain whether you were sympathetic in any way.
2. Do research on catacombs. What are they? Where are they found? What were they used for in Roman times? What other uses were found at a later date in Europe?
3. Research Poe's life. What parallels can be drawn between events in his life and the contents of his stories? How were his poems and stories regarded by readers of his day? How are they regarded by people today?
4. Write an original short story that is one of suspense.
5. Have the class present plays based on these stories. If possible, tape them with a video camera.

The Tell-Tale Heart and *The Cask of Amontillado*

Worksheet

The Tell-Tale Heart

1. Which words in the beginning of the story create the mood? What is the mood?
2. How does the speaker try to prove that he is not mad?
3. What was his motive for committing the murder?
4. Describe the horror and fear of the old man.
5. Did the old man's terror affect the murderer? How?
6. Why did the murderer think his crime was humorous?
7. What is the climax of the story?
8. Where is the story set? How does this add to the suspense?
9. Exactly where in the story does the murderer become overcautious? Why?
10. How was the body disposed of? Why did the murderer choose such an unusual way?
11. Why is this story called The Tell-Tale Heart?
12. Why was he doomed to failure?

The Cask of Amontillado

1. Montresor speaks of the "thousand injuries of Fortunato." Do you think Fortunato had deliberately hurt Montresor? Explain. What does this exaggeration tell you about Montresor?
2. Montresor gives Fortunato hints of his brutal intentions. How does Fortunato react?
3. What is the setting? How does it contribute to the mood?
4. What is Montresor's motive?
5. How does Fortunato's character contribute to his fate?
6. What costume does Fortunato wear? Why is this appropriate and very ironic?
7. When does Fortunato first become uneasy?
8. What is the climax?
9. How do you know what Fortunato feels?
10. Why is the chaining to the wall told in considerable detail? List some of the details. How does this add to the horror?
11. Why does Montresor tell the story after fifty years?
12. Why is it so effective when Montresor's last call goes unanswered?
13. Montresor is proud of his revenge and feels it is an act of justice. What do you think of this attitude?
14. Compare the murderer in this story with the one in The Tell-Tale Heart. How were they alike? Different?

TOPIC: Use of Detail - *The Tell-Tale Heart*

Aim: How did Poe use detail in The Tell-Tale Heart to create a vivid picture in our minds?

Performance Objectives: Students will be able to:

- define image
- cite specific examples of images from a story
- appreciate how details are used to communicate feelings and impressions

Materials:

- Apple II computer lab
- software: The Tell-Tale Heart by Media Basics Courseware
- picture of a blind person

Vocabulary: image, vivid, details

Motivation:

Display a picture of a blind person.

Ask the students to describe the picture. What feelings does the picture evoke?

Development:

1. Ask the students:

   What did Poe do to paint a vivid picture in The Tell-Tale Heart? How do the details in the story stimulate the different senses? We say that Poe's story is full of images. What does the word image mean? (Elicit a definition of image: a picture that an author creates in our minds, based on vivid details.)

2. Tell students that the program they are about to use will enable them to further explore the story, The Tell-Tale Heart. (NOTE: Although the disk does contain information on Poe's story, The Cask of Amontillado, it can still be used for this lesson.)

3. Students load the disk, and the Main Menu appears. The students are given a list of the three main sections: Responding to the Book, Understanding the Book, and Going Beyond the Book. The first two sections deal with story appreciation, comprehension, vocabulary skills, and critical thinking. The last section provides a game that allows the students to use their knowledge of the book to try to win a game.

4. Tell the students to press RETURN. An introduction will appear on the screen. Press RETURN again.

5. The students are now asked to type in their names and the date, then press RETURN.

6. The option screen will appear. Here, the students must choose a section by pressing the appropriate number, then press RETURN. Continue to answer the questions by pressing the appropriate letters or numbers.

Summary:

1. What is the definition of image?
2. Why is a written description of an object sometimes more stimulating than a picture of that object?

Homework:

List several images from the story. Tell what senses each stimulates. Tell what kinds of feelings each evokes.

Enrichment:

Find an object in your home and write a vivid description that appeals to the senses and evokes specific emotions.

TOPIC: Facts in a Detective Story

Aim: What kinds of facts or details of detective stories are usually important?

Performance Objectives: Students will be able to:

- analyze what details are vital to the plot of The Case of the Mandarin Murder
- generalize from this story to the details important in most detective stories

Materials:

- Apple computer lab
- software: Perry Mason: The Case of the Mandarin Murder by Spinnaker

Vocabulary: details

Motivation:

Plan in advance for someone to enter the class for a moment after the students are seated. This person should whisper something, take something off the desk, and leave.

Tell the class that they are going to play detective. Ask them to list what that person looked like, including articles of clothing and anything he/she did or was holding. Elicit answers to the question, listing all the details given on the board. Have the students expand upon, comment on, and criticize these answers.

Development:

1. Tell the students that the program they are about to use will place them in the role of the lawyer, Perry Mason, who is trying to defend his client who is charged with murder.

   NOTE: for extended study, students should read the accompanying direction booklet and make a Save Disk, which will enable them to return to that point in the game at another time.

2. Students load disk 1, side A. The first screen will ask the students to press the spacebar for Demo, or G for Game. Tell the students to press G.

3. An introduction will appear. The students are asked to type START to begin or SKIP to jump right into the case. Tell the students to type START, and press RETURN. Instruct the students to read the information on each screen, type an answer, and press RETURN to go on.

Summary:

1. What kind of details are usually important in detective stories? Refer to the work on the board to make clear that the common elements are often clues and a mysterious, sometimes scary atmosphere.
2. How does the detective use the details to solve the crime?
3. Elicit examples of details and mystery in students' everyday lives. What kinds of clues reveal people's motives and character? How does the setting influence behavior?

Homework:

Make a list of the most significant clues and details Perry Mason used to solve the mystery.

Enrichment:

Read another detective story, but stop reading at a point before the mystery is solved. Write your own ending based upon the clues given. Then read the ending of the story and compare it to your own ending.

TOPIC: The Elements of the Short Story - *The Ransom of Red Chief; The Gift of the Magi*

Aim: How does O'Henry use the elements of the short story effectively?

Performance Objectives: Students will be able to:

- define characterization, setting, mood, and plot
- identify short story elements in The Ransom of Red Chief
- identify short story elements in The Gift of the Magi
- define irony and theme
- recognize O'Henry's use of irony
- identify the themes of the short stories

Materials:

- Apple computer lab
- software: The Ransom of Red Chief/The Gift of the Magi by Media Basics Courseware
- short stories: The Ransom of Red Chief and The Gift of the Magi by O'Henry

Vocabulary: characterization, setting, plot, theme, irony, mood

Motivation:

(It is important that the class read the stories before this lesson. Make sure the students have a copy of the stories for reference.)

O'Henry was a master short story writer. It was because of an unfortunate incident that he began writing. He was working as a bank teller when $1000 disappeared. He said he was innocent but the bank pressed charges. He fled to Honduras. When he heard that his wife was sick he came back to Texas. He was tried, convicted, and served three years in prison. It was there that he began writing. O'Henry usually wrote about the poor, hoboes, and criminals. Why do you think he did?

Development:

1. After the definitions of the short story elements have been reviewed, you will use computer software to help identify these elements in the two stories. The program is also an excellent preparation for a test. Discuss the meanings of the following:

    a. characterization (Elicit - the appearance and personality the character displays which is developed by showing the person acting, speaking, thinking, and interacting with others.)
    b. setting (Elicit - the time, place, and environment)
    c. plot - (Elicit - the sequence or events in the story that revolve around a conflict and ends in the climax or high point)
    d. mood - (Elicit - the feeling or dominant emotion expressed such as happiness, rage, sorrow, etc.)
    e. theme - (Elicit - the main idea or basic meaning of the story)
    f. irony - (Elicit - the author says one thing but means another or the outcome is contrary to what would naturally be expected.)

2. Tell the class that their assignment is to identify the short story elements listed in number 1 for each of the stories. The software will help them to accomplish this. It is important to take notes.

3. Tell the class to load the program. Tell them that if they make a mistake, they will be given another clue and a second opportunity to answer. Tell them that the correct answer will be explained so they should read each explanation.

4. The class will do the following options:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

5. The suggested time for this activity is 25 minutes.

6. After the computer activity, divide the class into small groups. Have them discuss the short story elements as they apply to the two O'Henry stories. Each group will make a group list. After the group activity, the entire class will discuss the elements.

Summary:

1. What is characterization? Setting? Mood? Plot?
2. How does O'Henry develop the main characters in The Ransom of Red Chief? (Sam, Bill, Red Chief, Ebenezer)
3. How does the author develop the main characters in The Gift of the Magi? (Jim and Della)
4. What is irony?
5. What does theme mean?
6. What is ironic in The Ransom of Red Chief? In The Gift of the Magi?
7. What is the theme of The Ransom of Red Chief? Of The Gift of the Magi?

Homework: Worksheet

Enrichment:

1. Humor is an important aspect of O'Henry's stories. Write a composition explaining how humor was used in The Ransom of Red Chief.

2. Crime doesn't pay. That statement could surely be a theme of The Ransom of Red Chief. Write a composition explaining accounts of other instances that you have read or heard about in which crime does not pay.

3. The two stories are similar, yet they are very different. Make a list of similarities and another list of differences.

4. Jim and Della's love was very strong. Write a composition about real people or about characters in other stories or plays who also displayed a very strong love. Make sure to explain the consequences of their love if something tragic or unexpected happens.

The Ransom of Red Chief and *The Gift of the Magi* Worksheet

Write the answers to the following questions on a separate piece of paper.

The Ransom of Red Chief

1. How does the author characterize:
    a. Sam
    b. Bill
    c. Red Chief
    d. Ebenezer Dorset
2. What is the setting?
3. List five or six major episodes in the plot development. What is the climax?
4. What is the mood of the story?
5. What is ironic in the story?
6. What is the theme?
7. Explain the surprise ending.
8. Ebenezer Dorset extracts one kind of payment from Sam and Bill another from his son. What does Ebenezer demand? What does Red Chief take? Which of these ransoms is harder to pay? Why?

The Gift of the Magi

1. How does O'Henry characterize:
    a. Jim
    b. Della
2. What is the setting?
3. What are five or six major episodes in the plot development? What is the climax?
4. What is the mood?
5. What is ironic in the story?
6. What is the theme?
7. What makes Jim and Della's love so strong? What are some details from their daily lives that prove this?
8. Who were the Magi? What was their other name? What did they bring to the Christ Child? Why was this a perfect title for the story?

II.

PLAYS

TOPIC: Theme of *Julius Caesar*

Aim: How do idealism and ambition affect the motives and behavior of politicians?

Performance Objectives: Students will be able to:

- compare Brutus' and Cassius' motives
- explain how Caesar's ambition contributed to his downfall
- define and cite examples of foreshadowing
- cite examples of how power can corrupt
- describe Marc Antony's persuasive skills
- explain why a Roman crowd became a violent mob
- state the theme in one sentence
- define and cite examples of Shakespeare's irony

Materials:

- Apple computer lab
- software: Julius Caesar by Media Basics Courseware
- play: Julius Caesar by William Shakespeare
- videotape: Julius Caesar

Do Now:

Explain in your own words: "power corrupts"

Vocabulary: idealism, foreshadowing, republic, dictatorship, conspiracy, motive, theme, irony

Motivation:

1. (It is important that the class has read the play Julius Caesar before this lesson. Make sure they have a copy of it for reference. If possible, show the class the videotape of the movie.)

   How do you think Americans would react if they found out the President of the United States wanted to become a king? How would you react? How might other politicians try to stop him?

2. What type of government did Rome have during the time of Caesar? (Elicit - republic) The politicians were afraid that Caesar was becoming a dictator. (Who are some dictators today?) How is life in a dictatorship different from life in a republic? What are some examples of lines that prove that Caesar felt he was godlike and that he just might become the first dictator of Rome in 500 years?

3. What is a conspiracy? (Elicit - two or more people who have joined in a secret agreement to perform an unlawful act.) What is an example of the crime of conspiracy? (Elicit - two or more people buying a car so that they could use it for a kidnaping or two or more people plotting to kill a particular person). Who were some of the individuals who formed the conspiracy in Julius Caesar?

4. What is a motive? (Elicit - something that causes a person to act.) Did Cassius and Brutus have the same motive? What was Cassius' motive in the conspiracy? (Elicit - to destroy Caesar because of jealousy) What was Brutus' motive? (To save Rome from a dictator)

5. Brutus has been described by many as idealistic. What is an idealist like? (Elicit - a dreamer who believes in a high standard of perfection; one who is not very practical.) Why was Brutus an idealist?

6. Shakespeare uses foreshadowing in this play. What is foreshadowing? (Elicit - the dropping of important hints by the author to prepare the reader for what is to come.) What is a famous line that is an example? (Elicit - "Beware the ides of March.") Why did Caesar ignore the warning? (Elicit - he felt indestructible) Shakespeare also uses irony. What is irony? (Elicit - the author says one thing but means another) What is a famous example of irony in Marc Antony's speech? (Elicit - "Brutus is an honorable man.") Why is this a good example?

7. Now that you have completed reading Julius Caesar, you will get an opportunity to see what you have learned about the play itself, Shakespeare's vocabulary, and the theme of the play by using computer software. What is a theme? (Elicit - the underlying thought or idea on which a play or story is based)

8. Tell the class that after the computer session they will discuss the following topics: Brutus' idealistic motives compared to Cassius' jealousy, Caesar's ambition, Marc Antony's persuasive power, the excitable Roman crowd, examples of Shakespeare's foreshadowing and irony, and how power can corrupt. After the discussion they will be asked to state the theme of the play in one sentence.

9. The program is self-booting. If the students make a mistake, they will be given another clue and a second chance to answer. The correct answer will be given if they still do not respond with the right answer. Bonus questions and points will be awarded to students who answer a high percentage of the questions accurately. Tell the class that it is important to take notes so that they can all participate in a class discussion.

10. The options from the Main Menu that they will complete are:
SECTION I - RESPONDING TO THE BOOK - A, B
SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

11. The suggested time for this activity is 25 minutes.

12. After the computer session, divide the class into groups of 5 or 6. The groups will discuss the topics in #8. After 10 minutes, the entire class will discuss the topics. After the discussion, ask each member of the class to write the theme of the play in one sentence.

Summary:

1. How did Brutus' idealism affect his decision?
2. How did Caesar's ambition contribute to his downfall?
3. What is foreshadowing? How did Shakespeare use it?
4. A theme of this play is "Power can corrupt." What are some examples to demonstrate the accuracy of this theme?
5. How can you prove Marc Antony was a persuasive speaker?
6. Describe the changeable Roman crowd.
7. What is the play's theme?
8. What is irony? How does Shakespeare use it?

Homework: Worksheet

Enrichment:

1. Write a composition describing the charismatic power of famous politicians. You might want to include men like Hitler, Martin Luther King, and John F. Kennedy. Describe their style and how they got people to follow them. Compare their crowds to the one in the play.
2. Was Brutus the noblest Roman of them all? Write a composition to state your views.
3. What does Shakespeare think the qualities of a good and just ruler are? Prove your answer by references in the play.
4. Caesar greatly increased Rome's sphere of power. Draw a map that illustrates Caesar's conquests.
5. Brutus was a stoic and Cassius was an epicurean. Contrast these two popular Roman philosophies.

Julius Caesar Worksheet

PART I - Read the quotations. State the speaker, to whom and about whom it was spoken, and also explain how they relate to the following idea: Idealism and ambition affect values and motives of politicians. Use a separate sheet of paper.

1. Why, man, he doth bestride the narrow world
   Like a Colossus; and we petty men
   Walk under his huge legs...

2. Let me have men about me that are fat
   Sleek-headed men and such as sleep o' nights:
   Yond Cassius has a lean and hungry look,
   He thinks too much: such men are dangerous.

3. Cowards die many times before their deaths,
   The valiant never taste of death but once.

4. Et tu Brute? then fall, Caesar!

5. Friends, Romans, countrymen, lend my your ears!
   I come to bury Caesar, not to praise him.

6. There is tide in the affairs of men
   Which taken at the flood leads on to fortune;
   Omitted, all the voyage of their life
   Is bound in shallows and in miseries.

7. O Julius Caesar! thou are mighty yet!
   Thy spirit walks abroad and turns our swords...

8. Caesar, now be still.

9. And this man is now become a god, and Cassius is
   A wretched creature and must bend his body,
   If Caesar carelessly but nod at him.

10. This was the noblest Roman of them all.
    All the conspirators, save only he,
    Did that they did in envy of great Caesar;
    He only, in a general honest thought
    And common good to all, made one of them.
    His life was gentle, and the elements
    So mixed in him that Nature might stand up
    And say to all the world, 'This was a man!'

PART II -

1. Brutus feels the murder is sacrifice done for the good of Rome so he has a clear conscience. What are your views on his philosophy?
2. Caesar deserved his fate. Explain why you agree or disagree.

TOPIC: A Tragic Hero - *Macbeth*

Aim: What caused the downfall of Macbeth?

Performance Objectives: Students will be able to:

- define tragedy
- define tragic hero and tragic flaw
- explain why Macbeth was a tragic hero
- identify the forces that overwhelmed Macbeth
- explain the theme of Macbeth

Materials:

- Apple computer lab
- software: Macbeth - Disks I and II by Hartley Courseware
- play: Macbeth by William Shakespeare

Do Now:

Would you want to be a king or a queen? Why? Why not?

Vocabulary: tragedy, tragic hero, tragic flaw, soliloquy

Motivation:

(It is important that the class read Macbeth before this lesson and that the class has a copy of the play so that they can refer to it for reference.)

What is our modern idea of tragedy and a tragic figure? Think of some examples.

Development:

1. Macbeth is a tragedy. What is a tragedy? (Elicit - a story or play in which the hero who usually has a flaw in his or her nature meets an unhappy or disastrous end.) Can you think of another play or story that is a tragedy? Why do you consider it a tragedy?

2. Macbeth is called a tragic hero? What is a tragic hero? (A hero who has many problems that bring him or her to a final downfall) Tragic heroes usually have tragic flaws. What is a flaw? (Elicit - a fault) Then, what do you think a tragic flaw is? (Elicit -- the hero makes an error in judgment or a combination of forces overwhelm him and thereby cause him to fail.)

3. Main characters in Shakespeare's plays often recite a soliloquy. What is a soliloquy? (Elicit - a speech in which a character stands alone on the stage and expresses his or her thoughts aloud.) It is especially important to pay close attention to this device in Macbeth because you can learn his most intimate thoughts and feelings.

4. Tell the class that they will be using software to help them decide on the forces that led to Macbeth's downfall and his becoming a tragic hero. Before using the program, it is important that they help make a list of possible characters who were responsible. Ask for volunteers to make a list similar to this:

Lady Macbeth
The witches
Banquo
Malcolm
Fleance
Duncan
Macduff

Tell the class that they should not forget to include Macbeth himself in the list. Why?

5. Tell them that as they use the two disks, they should take notes that will help them prove who contributed to Macbeth's failure and why Macbeth was a tragic hero.

6. The students should insert Disk I into drive 1. They should do the Chapter Summaries and Characters using the Cloze option. The word choices will appear on the bottom of the screen. They can move about the choices with the spacebar. When they have the correct choice highlighted, they should press Return and the word will appear in the reading selection.

7. After they have completed the two options on Disk I, they should insert Disk II into drive 1. They should complete all three options.

8. Suggested time for the computer activity is 40 minutes.

9. Divide the class into small groups. Have each group make a list of contributors to Macbeth's downfall with the reasons why. They should also list why Macbeth is a tragic hero. When the groups are finished, discuss the topics with the entire class.

10. What is a theme? (Elicit -- the underlying thought or idea of a story or play) What was the theme of Macbeth?

Summary:

1. What is a tragedy?
2. What is a tragic hero?
3. What is a tragic flaw?
4. Why was Macbeth a tragic hero?
5. What was his tragic flaw?
6. What forces contributed to Macbeth's downfall?
7. Was Macbeth responsible in any way? Why?
8. What is the theme of Macbeth?

Homework: Worksheet

Enrichment:

1. All Macbeth wanted was a better life. Did he get one? Explain why he failed. Include a statement on whether you felt sorry for him and why.
2. Superstition can influence a person's life. Explain examples of superstitions and tell how you or others have done or not done things because of them.
3. If you could have a better life, what would it be? What would you do to achieve it? Write a paragraph explaining your answers.

Macbeth Worksheet

Name the speaker. Tell to whom and/or about whom the line was spoken. Explain how it relates to Macbeth--the tragic hero.

1. Fair is foul, and foul is fair. Hover through the fog and filthy air.

2. I fear thy nature
It is too full o' the milk of human kindness
To catch the nearest way...

3. I have no spur
To prick the sides of my intent, but only
Vaulting ambition, which o'erleaps itself
And falls on the other.

4. But screw your courage to the sticking place,
And we'll not fail...

5. Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.
I have thee not and yet I see thee still...

6. Will all great Neptune's oceans wash this blood
Clean from my hand? ,No; this my hand will rather
The multitudinous seas incarnadine,
Making the green one red.

7. A little water clears us of this deed;
How easy is it, then!. . .

8. Better to be with the dead,
Whom we, to gain our peace, have sent to peace,
Than on the torture of the mind to lie
In restless ecstasy. Duncan is in his grave;
After life's fitful fever he sleeps well;
Treason has done his worst: nor steel, nor poison,
Malice domestic, foreign levy, nothing
Can touch him further.

9. Double, double, toil and trouble;
Fire burn and cauldron bubble.

10. Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day,
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage,
And is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

TOPIC: *Romeo and Juliet*

Aim: How have ideas about age, love, and marriage changed over the years?

Performance Objectives: Students will be able to:

- give a definition of love
- state how ideas about love, age, and marriage have changed over the years
- relate these concepts to Romeo and Juliet

Materials:

- Apple II computer lab
- software: Romeo and Juliet by Media Basics
- class set of Romeo and Juliet

Motivation:

Students should have read Romeo and Juliet prior to this lesson. Ask the students to raise their hands if they know of people their age who have a steady girlfriend or boyfriend.

Now, ask them to raise their hands if they're engaged to be married. The students should discuss their responses. Why are most not engaged?

Development:

1. Ask the students how old Juliet was when she married Romeo. (Elicit the response, fourteen.)
   a. Why would a girl of fourteen today probably not seriously consider getting married? (List responses on chalkboard.)
   b. How many of these reasons would/would not have been true when Juliet lived (in the 14th century)? Explain.
2. How old do you think Romeo was? Explain.
3. How old do you think Juliet's father was? Explain.

   Shakespeare portrays Capulet as an old man, even though his daughter is only fourteen years old. How have ideas about age changed through the years? Explain.
4. How have ideas about love and marriage changed through the years? Explain.
5. Tell the students that the program they are about to use will help them to review the story of Romeo and Juliet.
6. Students load the program and press RETURN to leave the copyright screen. The main menu will appear, which gives a list of the three main sections: Responding to the Book, Understanding the Book, and Going Beyond the Book. The first two sections deal with story appreciation, comprehension, vocabulary skills, and critical thinking. The last section provides a game that allows students to use their knowledge of the book to try to win a game. Tell the students to press RETURN. An introduction will appear on the screen. Press RETURN. The students are now asked to type in their names and the date, and press RETURN.

7. The option screen will appear. Here, the students must make a selection by pressing the appropriate number, then press RETURN. They continue to answer the questions by pressing the appropriate letters or numbers.

Summary:

1. What is the definition of love?
2. Why did Romeo and Juliet want to get married?
3. How did Capulet feel about this arrangement?
4. How do Capulet's feelings compare with those of a father of today?
5. Compare/contrast today's feelings of love, marriage, and age with those of Juliet's time.

Homework:

Make believe you are Juliet. Write an entry in your diary describing your feelings about love and family.

Enrichment:

1. Find out what customs and laws in America are used to decide marriageable age. Investigate the rules in some other states.

2. Compare a modern teenage couple with Romeo and Juliet. How are they alike? How do they differ?

TOPIC: Creating a Script

Aim: How can a TV or movie script be created?

Performance Objectives: Students will be able to:

- state the premises on which TV and movie scripts are judged
- describe the elements of a TV or movie script
- explain the importance of each of the elements of a TV or movie script
- define the role of a script writer in a TV or movie production
- write a short sample script

Materials:

- Apple II computer
- software: Film Writing 1, Disk 3, Script Formats by The Software Teacher, Inc.
- excerpt from a sample script (see attached)

Motivation:

Place the following on the chalkboard:

The titles and authors of several critically acclaimed movies and/or TV productions such as "E.T.," "Chariots of Fire," and "Tootsie."

How were these productions created? Who is responsible for the ideas on which movies and TV programs are based? What are the elements which must be present in the creation of successful TV and movie productions? In reviewing the student responses, elicit from them that any creative endeavor has a certain basic structure.

Development:

1. Write on the board the excerpt from a sample script. Have students give suggestions for additional dialogue to be added to the script. Challenge the students to develop scripts of their own which would meet professional scriptwriting standards.

2. Review students' responses and tell them that the program they are about to use will teach them the basic elements which are essential in the process of creating a successful TV or movie script. The program will also allow them to interact with the computer to check on their understanding of that process.

3. Remind students of the correct method for handling disks and tell them to insert disk 3 - of the Film Writing 1 series into drive "A." Students should turn on the monitors and computer power. The program is self-loading.

4. There is no menu displayed at the start of the program, so instruct students to begin the program with the first screen of information, which is Introduction. After Section 1 of the program, The Opening Scene, the menu can be brought up when ESC appears at the bottom of the screen.

5. The computer-directed instruction is composed of informational reading and quiz questions which teach the student how to develop a script. Examples are provided to illustrate the concepts being taught.

6. Direct students to complete the entire disk so that they gain an understanding of the total process which is involved in the creation of a TV or movie script.

7. Allow students a reasonable amount of time to complete the computer-directed activity. Suggested time is 25 to 30 minutes.

Summary:

1. Why may the opening scene be the most important one in a script?
2. What is the purpose of the Step Outline?
3. Whose responsibility is the Treatment of a script?
4. What are the major differences between a Step Outline and a Narrative?
5. What are the components of a screenplay?
6. How is dialogue presented in a script?
7. Who determines what camera angles will be used in filming a script?
8. When should a fade-in be part of a screenplay?
9 What is a voice-over?
10. Does a script writer need to be concerned about a copyright for his or her work?

Homework:

Read a novel or short story of your choice.

1. Describe the opening scene in visual writing.
2. Prepare a Step Outline for a movie or TV production of the story.
3. Recreate a small segment of dialogue from the story that will be appropriate for a TV or movie script.

Enrichment:

Watch several programs or movies over the course of a week. Make notes about the opening scenes, steps in the plot, and dialogue contained in each. List the similarities and differences between these components in each of these productions. What conclusions can you draw from your data?

Sample Script for Scriptwriting Lesson Plan

Around the campfire that night, Cotter, Ellen and Peter rehash the day's hunting activities. Cotter is exhilarated. Ellen is revolted. She sees little difference between those who kill for sport and poachers who kill for money. Peter over-reacts in his defense of hunters. His manner and Ellen's reflect mutual hostility.

TOPIC: Conflict: *A Raisin in the Sun*

Aim: Where do we see the conflict between the younger and older generations that is evident in the Younger family?

Performance Objectives: Students will be able to:

- read critically to determine family relationships within a story
- recognize and discern conflict resulting from family status
- locate story content that supports statements about characters

Materials:

- Apple computer lab
- software: A Raisin in the Sun by Media Basics
- class set of a A Raisin in the Sun by Lorraine Hansberry

Vocabulary: generation gap, conflict

Motivation:

Describe the areas of agreement and disagreement between you and your parents. (Elicit from students that they might differ in terms of dress, tastes in music, food, movies, values, and ideas.)

Why do differences in tastes, values and ideas between the generations often lead to arguments? (Discuss and then list areas of conflict on the chalkboard.)

Explain what the term "generation gap" means.

Development:

1. (Following reading of the story) Ask the students:
   How does our discussion of the "generation gap" relate to the Younger family?
   Who represents the older generation in the Younger family? Who represents the younger generation in the Younger family?
   What differences exist between these generations?

   All of the above should be listed on the chalkboard and compared and contrasted to the previous list.

2. Read the quote: "They frighten me..."
   Ask the students:

   What does Mama mean when she says this?
   When Beneatha argues with Mama over God, Ruth says, "You think you a woman, Bonnie - but you still a little girl. What you did was childish - so you get treated like a child."

   Ask students:
   What does she mean by this?
   Do you agree or disagree? Explain.
   What alternative did Beneatha have instead of angrily defending her ideas?

3. Tell the students that the program they are about to use will help them to further explore the play, A Raisin in the Sun.

4. Students load the disk and press RETURN to leave the copyright screen.

5. The Main Menu will appear, which gives a list of the three main sections: Responding to the Book, Understanding the Book, and Going Beyond the Book. The first two sections deal with story appreciation, comprehension, vocabulary skills, and critical thinking. The last section provides a game that allows students to use their knowledge of the book to try to win a game.

6. Tell the students to press RETURN. An introduction will appear on the screen. Press RETURN.

7. The students are now asked to type in their names and the date, and press RETURN.

8. The option screen will appear. Here, the students must make a selection by pressing the appropriate number, then RETURN. They continue to answer the questions by pressing the appropriate letters or numbers.

Summary:

1. Why is there so much conflict between the younger and older generations?
2. Choose and act out some lines in the play that show this "generation gap."

Homework:

Write a letter to one of the characters in the play.
Include alternative solutions to the "generation gap" problems.

Enrichment:

Write another scene the author might have included that shows evidence of this "generation gap."

TOPIC: Characterization in *The Miracle Worker*

Aim: How were the characters developed in The Miracle Worker?

Performance Objectives: Students will be able to:

- explain methods of characterization
- define static and dynamic characterization
- identify static and dynamic characters in the play
- define round and flat characterization
- identify round and flat characters in the play
- define satire
- explain what the author satirizes in Mr. Keller's character

Materials:

- Apple computer lab
- software: The Miracle Worker by Media Basics Courseware
- play: The Miracle Worker by William Gibson
- a book written in braille

Do Now:

Name the two things you would miss seeing the most if you were blind. Name two things you would most miss hearing if you were deaf. Why?

Vocabulary: characterization, static characters, dynamic characters, round characters, flat characters, satire, braille

Motivation:

(It is essential that the students have read The Miracle Worker. Copies of the play should be available for reference.)

(Turn out the lights and pull the shades) Close your eyes. Try to tune out all noises. Sit very quietly without talking or laughing. (After two or three minutes turn on the lights) Open your eyes. Can you imagine living in a world of darkness and silence for the rest of your life? What would you miss the most? What do you think your personality would be like if you were blind and deaf? From what you know about Helen Keller, why was she so amazing?

Development:

1. Write the following quotation on the board:
   "It is better to do things...
   than to imagine them"
   Helen Keller wrote these words. What idea does she express? Do you think her imagination was better or worse than yours? Why? What other senses were probably very keen? Why would her sense of touch be extremely good. (Elicit - She had to read words in braille.) What is braille? (Elicit - a system of writing for the blind consisting of raised dots.) Show the class the braille book and let each of the students touch the letters. What do you think of this alphabet?

2. An important reason William Gibson's play is a classic is the memorable characterization of these real people. What are some methods a writer uses to characterize? (Elicit - the person's appearance and dress; the way the person talks, feels, acts; what others say or feel about the

person; and the way the person interacts with other characters.) Later in this lesson after you have used the computer, you will be asked to explain Gibson's characterizations. Who were the characters? (Elicit - Helen, Anne, Mr. Keller, Jim, and Kate Keller)

3. A character can be dynamic or static. What is the difference? (Elicit - a dynamic character is one who changes in personality or attitude; a static character is one who stays the same.) A character can also be round or flat. What is the difference? (Elicit - round characters are complex and have many sides; flat characters have only one or two sides and are often stereotypes.) Begin deciding why certain characters fit these definitions.

4. Gibson uses satire in his play. What is satire? (Elicit - writing that holds up to ridicule the weaknesses or mistakes of a person, group, etc.) Which person is being satirized and why? (Elicit - Mr. Keller's negative attributes.) What are they? (Elicit - his extreme pride and stubbornness.)

5. You will be using a program that will help you explain the author's characterization in this play. It will also help you prepare for a test. Make sure to take notes on the following:
    a. Characterization of Helen, Anne, Mr. Keller, Jim, and Kate.
    b. Dynamic and static characters. Explain.
    c. Flat and round characters. Explain.
    d. Specific examples of use of satire.

6. Tell the class to boot the program. Tell that if they make a mistake they will be given another chance with a second clue. Bonus questions will be given to students who excel.

7. The options from the Main Menu that they will complete in this lesson are the following:

    SECTION I - RESPONDING TO THE BOOK - A, B
    SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

8. Allow approximately 20 to 25 minutes for this computer session.

9. Upon completion of this activity, have a class discussion on the topics in #5.

Summary:

1. What are some methods of characterization?
2. Define static and dynamic characters.
3. Identify static and dynamic characters in the play. Explain reasons.
4. Define round and flat characters. Explain reasons. Identify them in the play.
5. Define satire.
6. What is Gibson satirizing in the character of Mr. Keller?

Homework: Worksheet

Enrichment:

1. Read one of the following books written by Helen Keller and write a short report, including your reaction to the book:

The Story of My Life	Song of the Stone Wall
The World I Live In	Out of the Dark

2. Write at least five diary entries as if you were blind or deaf or both.
3. Helen has given millions of handicapped people and normal people courage, joy, and vision. Explain how in a composition.
4. Prepare a group presentation of one of the scenes in the play. Videotape if possible.

The Miracle Worker Worksheet

1. Why was Anne such a good teacher?
2. Why did Anne have problems forgetting her former life?
3. Why did Jim think his father didn't like him?
4. Why was the Keller family unable to help Helen?
5. How did Anne teach Helen the alphabet?
6. Why did Helen misbehave?
7. Why didn't the family want Helen put in an asylum?
8. Why did Helen lock Anne in the room?
9. Explain Captain Keller's lack of faith in Anne.
10. Why did Anne try to keep Helen away from her family?
11. How did Helen finally show affection for Anne?
12. Which part of the play was the most exciting? Why?
13. What lessons or ideas does the play teach?
14. Is this play more concerned with the story of Anne or Helen?
15. Explain the significance of the title.

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Characterize the following:

1. Helen
2. Anne
3. Mr. Keller
4. Kate Keller
5. Jim

III.

THE NOVEL

A. Plot Elements

TOPIC: How Is a Mood Created By a Setting - *The Hound of the Baskervilles*

Aim: How is a mood created by a setting?

Performance Objectives: Students will be able to:

- define setting
- describe how a setting can create a mood
- list the details of the setting of The Hound of the Baskervilles

Materials:

- Apple II computer lab
- software: The Hound of the Baskervilles by Encyclopaedia Britannica
- class set of The Hound of the Baskervilles by Sir Arthur Conan Doyle

Vocabulary: mood, setting

Motivation:

(Students should have read the book prior to this lesson.)

Show the students a large magazine picture that represents a particular setting.

How does this picture make you feel?
What details in this picture bring out these feelings? (Write suggestions on chalkboard.)

Development:

1. Ask the students about the definition and development of a setting:
   a. What do we call the place where a story takes place? (Elicit: setting.)
   b. What does an author use to create a certain mood? (Elicit: story details.)
   c. What do the story details include? (time element, place selected by the author)
   d. What details did Sir Arthur Conan Doyle use to create the mood in The Hound of the Baskervilles? (List answers on chalkboard.)

2. Tell the students that the program they are about to use will help them to review the story, The Hound of the Baskervilles.

3. Students load the program. They are asked to type in their first and last names. After they press RETURN, they are asked to type in their teacher's name.

4. The computer now asks if the students have read the story. Tell the students to give a YES response.

5. The students should continue to follow the directions to complete the review. The four review parts consist of a true or false pretest, a vocabulary exercise, word meaning, synonyms/antonyms/homonyms, and comprehension. There is also a timed word game, in which the students have to type in every word they can think of that can be spelled with the letters of a word from the story title.

Summary:

1. Define setting.
2. How does a setting create a mood?
3. What specific setting details does Sir Arthur Conan Doyle use in *The Hound of the Baskervilles*?
4. What feelings were aroused by these details?

Homework:

List the setting details in *The Hound of the Baskervilles*.
Explain why each detail is important to Holmes' solving of the case.

Enrichment:

Rewrite the ending of the story so that, because of unforeseen circumstances, Holmes and Watson were unable to lay in wait outside the Stapleton cottage.

1. What were these unforeseen circumstances?
2. What happened to Sir Henry as a result of this?
3. What became of Sir Hugo Stapleton?

TOPIC: The Life Cycle in *The Good Earth*

Aim: How does The Good Earth illustrate man's cycle of life on earth?

Performance Objectives: Students will be able to:

- define the life cycle
- define setting
- describe the book's setting
- explain how Chinese customs are different from ours

Materials:

- Apple computer lab
- software: The Good Earth by Media Basics Courseware
- novel: The Good Earth by Pearl S. Buck

Do Now:

What are some customs in other lands that would not be acceptable here?

Vocabulary: life cycle, setting, conflict, characterization

Motivation:

(The class should complete the reading of The Good Earth before this lesson. The software is an excellent review for the final. Copies of the book should be available for reference.)

This book is about the cycle of life. What is a cycle? (Elicit - a period during which a sequence of events occur) What then are some life cycles? (Elicit - birth, marriage, child-bearing, child-rearing, old age, and death)

Development:

1. The setting of the novel is very different from the one you live in. What is a setting? (Elicit - time and place of a story) What is the setting? (Elicit - the early 20th century in Northern China) What are some customs that are different from ours? Make a list on the board.

2. There are several conflicts in the story. What is a conflict? (Elicit - a struggle between two opposing forces) What are the different types of conflict? Elicit the following and write a list on the board:

   Man vs. Man
   Man vs. Nature
   Man vs. Forces of Fate
   Man vs. Himself

   Discuss the meanings of the four different types of conflict. Tell the class that after the computer activity they will be expected to explain examples.

3. Buck's characters are realistic. How does a writer characterize? (Elicit - describing appearance and dress; telling what characters do, feel, think; showing characters interacting with others; telling what other characters say and think.) Ask the class to help list the main characters on the board.

   a. Wang Lung
   b. O-Lan
   c. Lotus Blossom
   d. Pear Blossom
   e. Nung En
   f. Nung Wen
   g. The Fool

4. Tell the class that they should take notes on the following topics during the computer activity which they will be involved in next:

   a. What are details of setting description?
   b. Name at least five examples of conflict and explain the type and the circumstances.
   c. Characterize Wang Lung, O-Lan, Lotus Blossom, Pear Blossom, Nung En, Nung Wen, and The Fool.
   d. List examples of customs. Explain what they mean and then tell whether they would probably be frowned on in this country.

5. Tell the class to boot the program and turn on the machine. If the students make a mistake, they will be given another clue and another chance to respond. The correct answer will be given if they still do not respond with the right answer. Bonus questions and points will be awarded. Tell the class that it is important to take notes so that they can all participate in a class discussion.

6. The options from the Main Menu that they will complete are:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

7. The suggested time for this activity is 25 minutes.

8. After the computer session, divide the class into groups of 5 or 6. The groups will discuss the topics in #4. After 10 minutes, the entire class will discuss the topics.

Summary:

1. What is the life cycle?
2. What is setting?
3. Describe the book's setting.
4. Define conflict.
5. Identify the conflicts in the book.
6. Identify characterization.
7. Characterize the main individuals in the story.
8. Explain how Chinese customs are different from ours.

Homework: Worksheet

Enrichment:

1. Do a research project on the customs of China. Present it to the class.

2. Drug use was an issue in this book. Do research on the problems of opium addiction in China at the turn of this century. Compare these drug users to users in our society.

3. Wang Lung and O-Lan stole money and jewels in a plundering/looting rampage. In your opinion is this type of behavior ever acceptable? If so, describe the circumstances.

4. Write a composition comparing your values to those of Wang Lung and his family. Tell how they are different and how they are similar.

The Good Earth Worksheet

1. Characterize O-Lan. Why was she a good wife? Explain. What specific episodes tell you she was extremely strong?

2. Characterize Wang Lung. Why did O-Lan get very upset with him in regard to Lotus Blossom? Was having a concubine an acceptable custom in China at that time?

3. Why wasn't Wang Lung happy when his third daughter was born? Why was it considered better to have sons?

4. What did the family have to do during the drought?

5. How did they support themselves in the city? What did that tell you about their characters?

6. How did they get enough money to return to the farm?

7. How could you tell Wang Lung became very prosperous?

8. With what did Wang Lung seduce his terrible uncle and his wife?

9. What was Wang Lung's hope for his land?

10. What is the significance of the title The Good Earth?

TOPIC: Plot Development - *Flowers for Algernon*

Aim: How is the plot developed in Flowers for Algernon?

Performance Objectives: Students will be able to:

- define plot
- define rising action, complication, and climax
- outline the plot of the book
- identify the episodes in the rising action
- explain the complication and climax
- define conflict
- identify the conflict in the book
- define foreshadowing and tell how it was used

Materials:

- Apple computer lab
- software: Flowers for Algernon by Media Basics Courseware
- novel: Flowers for Algernon by Daniel Keyes

Do Now:

Have you ever been ridiculed or have you ever ridiculed anyone? Explain.

Vocabulary: plot, rising action, complication, climax, conflict, foreshadowing, theme

Motivation:

(It is important that the class has completed reading Flowers for Algernon before this lesson. The book should be available for reference.)

What would your life be like if you were mentally retarded? Do you think it would be any different? How do you think other people would treat you? Why?

Development:

1. The plot in Flowers for Algernon leaves the reader with a frightening feeling about the use of humans for scientific experimentation. Would you ever consider being used for scientific purposes? Explain the circumstances where you might agree to it.

2. Daniel Keyes created a touching novel that concerns a very dramatic subject - the desire of a retarded person to be normal. The plot includes various conflicts. What is a plot? (Elicit - a story plan.) What are the elements of the plot? (Elicit - the rising action, the complication, and the climax.) What do these terms mean? (Elicit - rising action is the information that is necessary for understanding the story; complication is the point where the main character meets one or more opposing forces; the climax is the greatest point of emotional interest or suspense.) At the end of the computer activity, you will be asked to identify each.

3. Charlie was involved in several conflicts. What are some of the types of conflict? (Elicit - man vs. man, man vs. nature, man vs. himself, man vs. society, and man vs. the forces of fate.) As you consider the

different conflicts in the story, keep in mind how they changed with Charlie's changing IQ.

4. Keyes used foreshadowing in his book. What does this term mean? (Elicit - hints or clues to a future happening.) You will also be asked to cite examples after the computer activity.

5. The theme of Flowers for Algernon is very realistic. What is a theme? (Elicit - the meaning of the story.) Think about how you would state it.

6. Tell the class that they will be using a program that will help them analyze the story and then discuss the following:

   a. Make a plot outline - rising action, complication and climax.
   b. Make a list of all the different conflicts in the book.
   c. List examples of foreshadowing.
   d. State the theme.

   The program is an excellent review for a final test on the book. They should take notes when using the program.

7. The program is self-booting. If the students make a mistake, they will be given another clue and another opportunity to answer. If they still do not answer correctly, they will be shown the answer. Bonus questions and points will be given to students who answer a high percentage of the answers.

8. The options from the Main Menu that they will complete are the following:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

9. The suggested time for this activity is 20-25 minutes.

10. After the computer activity, have a class discussion on the questions in #6.

Summary:

1. What is plot?
2. What are rising action, complication, and climax?
3. How would you outline the plot?
4. What are the most important episodes in the rising action of this story?
5. What is the complication? The climax?
6. What does conflict mean?
7. What are the different types of conflict in this book?
8. What is foreshadowing?
9. How does the author use foreshadowing?
10. What is a theme?

Homework: Worksheet

Enrichment:

1. Why do all people have feelings of inferiority at one time or other? Write a composition explaining your ideas.

2. Describe the significance of "Pulling a Charlie Gordon." What did it say about his so-called friends? What is fair treatment by an employee by an employer? Was Charlie treated fairly? Write a composition discussing this topic.

3. Research the community of the mentally retarded. Explain the many varied job options they have in today's society.

4. Show the class a videotape of the film Charly. After they have finished watching it, ask them to compare it to the book. Which one did they prefer? Why?

Flowers for Algernon Worksheet

1. Why did Charlie write the progress reports?
2. Why did Charlie say he had trouble with the "Raw Shok" test and the Thematic Apperception Test?
3. How is Charlie treated on his job? Explain the "pull a Charlie Gordon" joke.
4. Describe the conflict between Charlie and Algernon.
5. Why was Charlie chosen for the operation?
6. What were the doctors worried about?
7. How did Charlie feel an operation would change his life?
8. Describe his relationship with Miss Kinnian.
9. Before Charlie, who had already gotten smarter from an identical operation? Did this impress Charlie? Why?
10. Describe Charlie's relationship with his family.
11. Why did Charlie release Algernon?
12. Who is Charlie's roommate?
13. What episode happens in a restaurant in which Charlie proves he is very sensitive to the handicapped?
14. Why does Charlie start to worry about the effects of the operation on Algernon?
15. Why does this really worry him?
16. What do the doctors say they will do with him if the same thing happens to him?
17. How is Charlie becoming a "little Algernon?"
18. What is the climax of the story?
19. What is the theme?
20. Did you feel sorry for Charlie? Why?
21. What does the title mean?

TOPIC: Plot Elements in *Giants in the Earth*

Aim: How does Rolvaag develop the plot of Giants in the Earth?

Performance Objectives: Students will be able to:

- define plot
- define the rising action and climax of the plot
- identify the episodes in the rising action
- recognize the climax
- define conflict
- identify the conflicts in the book
- compare the characters Per and Beret
- define setting and mood
- describe the book's setting and mood
- define theme
- state the theme

Materials:

- Apple computer lab
- software: Giants in the Earth by Media Basics Courseware
- novel: Giants in the Earth by Ole Edvart Rolvaag

Do Now: Have you ever been in a blizzard? Explain.

Vocabulary: plot, rising action, climax, conflict, setting, theme, mood

Motivation:

(It is important that the class complete reading Giants in the Earth. The book should be available for reference.)

Snow, cold, and winter storms are just a few of the things that early pioneers had to face. Snowstorms can mean different things to different people. Read the first part of the poem "The Snow-Storm" written by Ralph Waldo Emerson and think about the feeling the author has about the subject:

The Snow-Storm
Announced by all the trumpets of the sky
Arrives the snow, and, driving o'er the fields,
Seems nowhere to alight: the whited air
Hides hills and woods, the river, and the heaven,
And veils the farm-house at the garden's end.
The sled and traveller stopped, the courier's feet
Delayed, all friends shut out, the housemates sit
Around the radiant fireplace, enclosed
In a tumultuous privacy of storm.

How does the author of the poem feel about the storm? Which lines prove your answer? Later in this lesson, you will be asked to compare how the main characters in the novel Giants in the Earth feel about facing hardships such as snowstorms.

Development:

1. Giants in the Earth is a classic. What is a classic? (Elicit - a literary work of enduring excellence.) This book helps us understand pioneer life. Imagine yourself as a pioneer. What are some things that are better than your life today? What are the things that are worse? Are you happy you did not live during pioneer times? Explain why.

2. Rolvaag's story took place in a memorable setting. What is a setting? (Elicit - time and place.) What is the setting of the book? (Elicit - late nineteenth century in the Dakota territory.) The setting helps establish the mood. What does mood mean? (Elicit - the dominant emotion such as hate, fear, happiness, hopelessness.) What is the mood of the story?

3. Each story has a plot. What is a plot? (Elicit - a story plan.) What does it mean when one says that there is a rising action in a story? (Elicit - the episodes keep getting more and more intense until they reach a high point.) What is the high point of the plot called? (Elicit - the climax.) Tell the class that after the computer activity they will be asked to state the major episodes in the rising action and the climax.

4. There are several conflicts in this book. What is a conflict? (Elicit - a struggle between two opposing forces.) What are the different types of conflict? (Elicit - man vs. man, man vs. nature, man vs. himself, and man vs. the forces of fate.) Discuss the four types of conflict with the class and tell them that they will be asked to state examples of each after the computer portion of the lesson.

5. The theme of the book involves the major conflict in the story. What is a theme? (Elicit - the meaning of the story.) Be prepared to state it in one sentence at the end of the lesson.

6. Tell the class that they will be using a program that will help them analyze and then discuss the following:
   a. List the main episodes in the rising action.
   b. What is the climax?
   c. What is the theme?
   d. How do the setting and mood help establish the theme?
   e. What are the various conflicts in the book?
   f. Compare Per and his wife Beret.
   g. Are Per and Beret's attitudes similar to or different from the one felt in the poem "Snow-Storm?"

   The program is an excellent review for a final test on the book. The students should take notes when using the program.

7. Tell the class to load the program. If the students make a mistake, they will be given another clue and another opportunity to answer. If they still do not answer correctly, they will be shown the answer. Bonus questions and points will be given to high scoring students.

8. The options from the Main Menu that they will complete are the following:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

9. Approximately 20-25 minutes should be spent on the computer activity.

10. Have a class discussion on the questions in #6.

Summary:

1. What is a plot? Rising action? Climax?
2. What are the episodes in the rising action?
3. What is the climax?
4. What is conflict? What are the four types?
5. What does setting and mood mean?
6. What is the setting and mood of the book?
7. Compare Per and Beret.
8. What is a theme? What is the theme of the story?

Homework: Worksheet

Enrichment:

1. Do a short research paper on pioneer life in the Midwest.
2. Do a short research report on the immigration of Norwegians to the U. S.
3. Write several entries in the diary of Per or Beret Hansa.
4. Write a composition explaining an experience in your life or your family's where a hardship had to be faced. Describe the struggle and the final outcome.

Giants in the Earth Worksheet

1. What does the title Giants in the Earth mean? Who were the giants?

2. Per and Beret Hansa looked at life in entirely different ways. Explain. Which one are you more like? Explain.

3. How did Per prove his courage and trust with the Indian? Was he right? How did the Indian repay him?

4. Name the type of conflict and then explain each one:
   a. Per vs. Hansa

   b. The Hansa family vs. the grasshoppers

   c. Per vs. the cold

   d. Beret vs. the cold

   e. Beret vs. feelings of loneliness

5. The theme of this book is man's struggle with the stubborn earth and harsh forces of nature.
   a. How does the setting help establish this theme?

   b. What is the mood and how is it related to the theme?

6. Per Hansa thought that Hans Olsa was weak when he wanted to minister. What did Per Hansa think the solution was to his weakened condition?

7. Were you prepared for the ending? Explain. Was it logical? Explain.

TOPIC: Comprehension Skills - *A Wrinkle in Time*

Aim: What is the correct sequence of events in A Wrinkle in Time?

Performance Objectives: Students will be able to:

- define sequence
- sequence events in the story
- use special vocabulary in context
- comprehend details in the story

Materials:

- Apple computer lab
- software: A Wrinkle in Time by Sunburst Communications, Inc.
- book: A Wrinkle in Time by Madeleine L'Engle

Do Now:

Would you like to travel to another planet? Why? Why not?

Vocabulary: sequence, science fiction

Motivation:

(It is important that the students have read A Wrinkle in Time before this lesson. They should have copies of the book for reference.)

The book A Wrinkle in Time is a combination of mystery and science fiction. What is science fiction? (Elicit - fiction about how science may affect people; often set in the future or in outer space.) What are some popular science fiction TV shows? Movies? Books? Why is science fiction very popular?

Development:

1. What does the word "sequence" mean? (Elicit - the order in which events occur.) What were the first three events that happened in the story? Prepare a handout of the following events and tell the class to number them in the correct sequence:

_____ a. They land on Camazotz.

_____ b. Meg and Charles Wallace return home.

_____ c. They go to the summit of the mountain to learn about the Black Thing.

_____ d. Meg and Charles Wallace meet Calvin.

_____ e. Charles submits to IT.

_____ f. They tesser to Uriel.

_____ g. Mrs. Whatsit metamorphoses herself.

2. Tell the class that they will receive an opportunity to demonstrate what they remember from the book. They will be doing vocabulary exercises, sequencing, and reading with context clues.

3. Tell the class to load the program. The directions are easy to follow on the screen. If at any time the students want to stop, hold the Control key and press the letter F.

4. The teacher can change the options to one of three levels (One - multiple choice; Two - fill in the blanks with hints; Three - fill in the blanks with no hints.) It is possible to individualize quite successfully.

5. Instruct the students to choose the option CHARLES VOCABULARY. If they choose the incorrect word, they will be given another chance. After that the correct word will appear on the screen.

6. The next option the students will complete is #2 THE WRINKLE ADVENTURE. In this activity they will be given 36 hours to help Meg, Calvin, and Charles to rescue Mr. Murray. Each decision costs the student two hours so they should make their decisions carefully.

7. The suggested time for this activity is 25 minutes.

Summary:

1. What does sequence mean?
2. What are five main events in the story?
3. What are some details about the following: Meg? Charles? Mrs. Whatsit? Mr. Murray? Calvin? IT? Camazotz? Happy Medium?

Homework: Worksheet

Enrichment:

1. Write another adventure for one or more of the main characters.
2. Write a friendly letter to one of the characters.
3. Role-play scenes from the book.

A Wrinkle in Time Worksheet

PART I - Sequence the following events by writing the numbers 1 through 7 next to each event.

_____ a. Meg returns to Camazotz to save Charles.

_____ b. They pick the flowers on Uriel.

_____ c. They visit Central Intelligence Building.

_____ d. They find Mr. Murray.

_____ e. Aunt Beast helps Meg.

_____ f. They visit the Happy Medium.

_____ g. Mrs. Who gives Meg her glasses.

****

PART II - A Wrinkle in Time Vocabulary Building - Write the correct letter in the blank.

_____ 1. arrogance

_____ 2. jumble

_____ 3. hypnotize

_____ 4. indentations

_____ 5. submits

_____ 6. column

_____ 7. tentacles

_____ 8. disembodied

_____ 9. dais

_____10. ominous

_____11. transparent

A. a pillar supporting a building

B. a raised platform

C. yields to the will of another

D. something you can see through

E. threatening

F. notches or grooves

G. a long, slender part of an animal's body

H. too much pride in one's abilities

I. separated from the body

J. a confused or disordered mess

K. to put someone in a sleeplike state

TOPIC: Satire - *The Adventures of Huckleberry Finn*

Aim: How does Mark Twain illustrate satire in The Adventures of Huckleberry Finn?

Performance Objectives: Students will be able to:

- define satire
- identify elements of satire in Huckleberry Finn

Materials:

- Apple IIe or IIc computer
- software: Harper and Sellers - A Guide to the Classics - The Adventures of Huckleberry Finn by Hartley
- notebook and pen

Motivation:

Many authors use satire in their writings. What is satire? Define satire as biting wit or sarcasm used to expose vice or folly. How does Twain use satire in The Adventures of Huckleberry Finn? (Students should have read the book prior to this lesson.)

Development:

1. Explain that one thing that Twain satirizes in the book is the maudlin verse of writers such as Julia A. Moore. Present a selection of Emmeline's poetry. Elicit from the students that Emmeline's poetry represents the kind of overemotional poetry Twain ridiculed.

2. Ask the students what else Twain satirized. Possible responses could include Tom Sawyer's reliance on fantasy, the gullibility of people (The Duke and the Dauphin). Tell the students that the software they will use will help them to identify some of the objects of Twain's ridicule.

3. Remind the students of the correct method for handling disks and tell them to insert the disk into drive 1. The students should turn on the monitors and computers. The program is self-loading.

4. When the main menu appears on the screen, instruct the students to select option 3 - Satires. The students are told they will be given questions to answer about the things Twain ridicules and hints if they don't choose the correct answer. Next a screen with eight choices and a question appears. The students must read the question and choose the correct answer by typing a number from 1-8. If the answer is correct, the students are given a screen that indicates they have chosen the correct response and why the response is correct. If the answer is incorrect, the students are given a hint that will help them to choose the correct answer. The students are then asked the same question until they select the correct response.

5. Allow the students time to complete the computer-directed activity. Instruct the students to make a list of the things that Twain satirizes.

6. Tell the students to remove the disks, turn off the computers, monitors and power switches. Remind the students to put the disks into their protective jackets.

Summary:

1. What is the definition of satire?
2. What are some aspects of 19th century life that Twain satirized? How does he show this?

Homework:

Find some additional examples of how satire is used in The Adventures of Huckleberry Finn. You may consider the areas of religion, politics, literature, and social relations.

Enrichment:

1. Read other examples of satire such as Gulliver's Travels, MacBird, or essays by Charles Lamb. In each, tell what is being satirized. How is the effect achieved?

2. Refer to other media: movies, TV, newspaper columns - e.g., Saturday Night Live, Not Necessarily the News, writings of Russell Baker, Art Buchwald. What is being satirized? How is the effect achieved?

TOPIC: Plot Elements in *The Hobbit*

Aim: What are the elements of plot in The Hobbit?

Performance Objectives: Students will be able to:

- define conflict and suspense
- explain how Tolkien created suspense with conflict
- differentiate between internal and external conflict
- identify internal and external conflict in the book
- define foreshadowing
- identify evidence of foreshadowing in story
- define rising action, climax, and falling action
- identify rising action, climax, and falling action

Material:

- Apple computer lab
- software: The Hobbit by Media Basics Courseware
- book: The Hobbit by J.R.R. Tolkien

Do Now:

Did anyone ever try to convince you to go on an adventurous trip or to do something daring? Did you go? Explain why or why not.

Vocabulary: conflict, suspense, internal conflict, external conflict, foreshadowing, rising action, climax, falling action

Motivation:

(It is essential that the students have read The Hobbit. Copies of the book should be available for reference.)

The Hobbit is a suspense-filled book. What is suspense? (Elicit - the element that makes the reader wonder what will happen next.) When have you been in suspense?

Development:

1. The suspense is created through conflict. What is conflict? (Elicit - a struggle between two opposing forces.) Conflict can be internal or external. What is the difference? (Elicit - internal conflict occurs when a person struggles within his or her mind; external conflict occurs when a person struggles against the forces of another person, nature, animal, etc.) Evidences of both can be found in this book. After the computer activity you will be asked to explain the various examples of conflict.

2. Often an author hints at what will happen in the story. This hinting is called foreshadowing. This is one way to build suspense. Begin making a list of examples of foreshadowing in the book.

3. The plot or plan of the story is structured in parts. What are the elements of plot? (Elicit - rising action, climax, falling action.) What does each mean? (Elicit - rising action - the events which involve conflict that keeps building; the climax - the highest point of suspense; and falling action - the episode after the climax when the conflict ends.) Be prepared to list each episode of the plot.

4. You will be using a program that will help you understand the story and also help you prepare for a test. Make sure to take notes on the following:

   1. Explain how Tolkien created suspense with conflict.
   2. Identify examples of internal conflict.
   3. Identify examples of external conflict.
   4. Explain examples of foreshadowing.
   5. Identify rising action, climax, and falling action.

5. Tell the class to boot the program. Tell them that if they make a mistake they will be given another chance with a second clue. Bonus questions will be given to students who excel.

6. The options from the Main Menu that they will complete in this lesson are the following:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

7. Allow approximately 20 to 25 minutes for this computer session.

8. Upon completion of this activity, have a class discussion on the topics in #4.

Summary:

1. What is conflict and suspense?
2. How does Tolkien create suspense with conflict?
3. Define internal and external conflict.
4. What are examples of internal and external conflict in the book?
5. Define foreshadowing.
6. What are some examples of foreshadowing in the story?
7. Define rising action, climax, and falling action.
8. What are the episodes in the rising action?
9. What is the climax?
10. What is the falling action?

Homework: Worksheet

Enrichment:

1. Write another episode for Bilbo and his adventures with the wizard, dwarves, and elves.

2. Write a newspaper article about Bilbo's adventure.

3. Write several diary entries written by Bilbo.

4. Draw pictures of several of Bilbo's adventures in The Hobbit.

66

The Hobbit Worksheet

1. **What was Bilbo's first internal conflict?**

2. **What was foreshadowed in Gandalf's trick of writing the message on Bilbo's door?**

3. **Describe Bilbo's conflict of whether to take or reject power.**

4. **What was the goal of the adventure?**

5. **Describe the conflict in the following episodes in the rising action. Also tell whether it was internal or external.**

   The trolls -

   The goblins -

   Gollum -

   The Wargs -

   The giant spider -

   The Wood-elves -

   Smaug -

6. **Describe the climax.**

7. **What information is given in the falling action?**

TOPIC: Conflicts and Symbols in *A Separate Peace*

Aim: What are the conflicts and symbols in the novel A Separate Peace?

Performance Objectives: StudentS will be able to:

- define conflict
- explain the man vs. man conflict
- explain the man vs. society conflict
- explain the man vs. himself conflict
- explain the man vs. forces of fate conflict
- explain the man vs. nature conflict
- recognize the specific conflicts in the novel
- explain how conflict causes suspense
- compare external conflict and internal conflict
- define symbol
- identify the symbols in the novel

Materials:

- Apple computer lab
- software: A Separate Peace by Media Basics Courseware
- novel: A Separate Peace by John Knowles

Do Now:

Did you ever struggle with anyone or anything? Explain.

Vocabulary: conflict, symbol, suspense, external conflict, internal conflict

Motivation:

(It is important that the class complete the reading of A Separate Peace before this lesson. This program is an excellent review before a final test. The students should have a copy of the book for reference.)

Have you ever felt jealous of a friend? Did you ever talk about the friend negatively to others? Did you ever hurt that person or think about hurting him or her? Do you think these feelings are natural or that a person who is very jealous is disturbed and needs professional help?

Development:

1. What is conflict? (Elicit - a struggle between two opposing forces) What are some examples of conflict in your life? Why is conflict necessary for books and movies?

2. Tell the class that authors often use more than one type of conflict. Ask them if they know the different types of conflict that were evident in this book. After a discussion, list these types of conflict on the board and discuss their definitions:

   a. Man vs. man - a physical, mental, or emotional struggle between two people
   b. Man vs. society - a person's views are in opposition to those of society
   c. Man vs. himself - two elements or ideas struggle within a person

   - d. Man vs. forces of nature - a person has to struggle against one or more elements in nature
   - e. Man vs. the forces of fate - a person must struggle against something he cannot control - his destiny

3. What is an internal conflict? (Elicit - the inner struggle in the mind and the heart of the character.) What is external conflict? (Elicit - the clash of outward events in the story) Tell the class that they are to decide whether the various struggles are internal or external during their class discussion later in the lesson.

4. What is suspense? (Elicit - tense uncertainty about an outcome.) Why are novels, TV shows, and movies that include a great deal of suspense so popular? What are some examples?

5. Knowles uses a variety of symbols in the book. What is a symbol? (Elicit - any object, person, place, or action that has a meaning in itself but also stands for something else such as a belief, value, quality, or attitude.)

6. Tell the class that they will be using software that will help them analyze Knowles' conflicts and symbols in A Separate Peace. Tell them that they must take notes on examples of the four types of conflict, whether they are internal or external and examples of symbols. They will use the notes in group and class discussion, as well as in homework.

7. The program A Separate Peace is self-booting. If the students make a mistake they will be given another clue and a second opportunity to answer. After that they will be shown the correct answer. Bonus questions and points will be given to those who excel in their responses.

8. Tell the class they will select the following options from the Main Menu:

   SECTION I - RESPONDING TO THE BOOK - PARTS A and B
   SECTION II - UNDERSTANDING THE BOOK - PARTS A, B, C, D

9. The suggested time for this activity is 20-25 minutes.

10. Divide the class into groups of 5 or 6 students. Have them participate in a small group discussion on the topics assigned. Have a group leader and a secretary make a master list. Following this activity, have a class discussion.

Summary:

1. What is conflict?
2. What is man vs. man conflict? What is an example in the book?
3. What is man vs. society conflict? What is an example in A Separate Peace?
4. What is man vs. himself conflict? What is an example in the book?
5. What is man vs. forces of fate conflict? What is an example in the novel?
6. What is man vs. nature conflict? What is an example in A Separate Peace?
7. What is the difference between internal conflict and external conflict? What are some examples?
8. What is suspense? How does Knowles create it in his book?
9. What is a symbol? Name some symbols in the book and explain what they mean.

Homework: Worksheet

Enrichment:

1. Write a paragraph explaining why Finny's death was necessary.
2. Write a composition contrasting the personalities of Gene and Finny.
3. Write a composition explaining why growing up in wartime is much more difficult than growing up in peacetime.

A Separate Peace Worksheet

I. Decide what type of conflict each of the following is by stating the type of conflict and then explaining it.

1. Adolescence vs. maturity

2. Conformity vs. freedom and spontaneity

3. Staying in seclusion vs. facing adult world

4. Gene's private war vs. public war

5. Gene's views vs. Finny's views

6. Fear vs. jumping from tree

7. War vs. peace

****

II. Make a list of five examples of suspense.
   1.
   2.
   3.
   4.
   5.

****

III. What are the following symbols of:

1. The tree

2. Mud

3. Fog

4. Rain

5. Finny

6. The two different rivers

****

IV. Write a paragraph explaining what the separate peace was that the boys experienced.

TOPIC: Symbolism - *Dracula*

Aim: How does symbolism enhance our comprehension of ideas and themes in Dracula?

Performance Objectives: Students will be able to:

- define symbolism
- list symbols that are used in daily life
- list symbols used in the novel; understand what each represents, and how each contributes to deeper appreciation of the themes of the novel

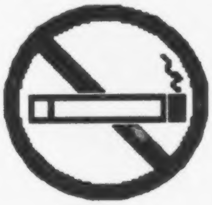
Materials:

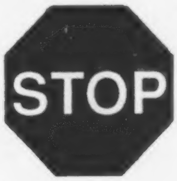
- Apple computer lab
- software: Vampires and Dracula by Encyclopaedia Britannica (including accompanying fact book)
- class set of Dracula by Bram Stoker

Vocabulary: vampire, symbolism, purgatory, legend

Motivation:

Draw symbols such as the following on the board:





Ask students:

When we see these signs we have an immediate association with each. (Discuss each one.)

What do all these signs have in common? (They each represent something.)

What do we call something that stands for something else? (a symbol)

Help the students make a list of other symbols from daily life.

Ask the students:

Why do we use symbols? (They help us to understand meanings more vividly and clearly.)

Development:

1. Ask the students:

   What symbols does Bram Stoker use in Dracula to help us understand and appreciate his ideas?

   Elicit what the following symbols represent and make a chart on the board:

SYMBOL	MEANING
daylight	knowledge, good
cross	religion, hope
no reflection in mirror	lack of a soul

Discuss how reader awareness of these symbols aids in appreciating subtleties of meaning.

2. Tell the students that the program they are about to use will add to their knowledge and enjoyment of the story.

3. The students should read the accompanying fact booklet and then load the disk. They have to keep pressing RETURN until they are asked to type in their names. Then press RETURN.

4. They are now asked to type in their teacher's name. Press RETURN.

5. The students are then asked if they have read the accompanying booklet. They should type YES then press RETURN.

6. A word list appears on the screen and the students are asked if they would like an explanation of any of the words. They should type the number of the word they want explained, then press RETURN, or type 99, RETURN, to continue without any explanation.

7. The program will take the students through vocabulary, word meaning, synonyms/antonyms/homonyms, and comprehension exercises. There is also a timed word game, where the student has two minutes to type in every word he or she can think of that can be spelled with the letters of a word from the story.

Summary:

1. How are the symbols we see in everyday life useful to us?
2. How does understanding the symbols Stoker uses help us better appreciate Dracula?

Homework:

Make a Dracula collage using symbols drawn or cut from magazines. While you are doing this, keep in mind the kind of character Dracula has, and what feelings he evokes.

Enrichment:

Compose a collage of common symbols from everyday life on the subject of: school, traffic, home, hospitals, law enforcement, etc.

TOPIC: Plot Development - *Dracula*

Aim: How does Stoker develop the plot in Dracula?

Performance Objectives: Students will be able to:

- define plot and climax
- sequence the plot of Dracula
- cite the climax
- define conflict
- define internal and external conflict
- explain the conflict in Dracula
- define the protagonist and antagonist
- identify the protagonists and antagonists in Dracula
- define suspense
- identify how Stoker creates suspense
- define foreshadowing
- cite examples of foreshadowing

Materials:

- Apple computer lab
- software: Dracula by Media Basics Courseware
- novel: Dracula by Bram Stoker

Do Now:

Why are horror movies so popular, especially with teenagers?

Vocabulary: plot, climax, conflict, internal conflict, external conflict, protagonist, antagonist, suspense, foreshadowing

Motivation:

(It is essential that the reading of Dracula be completed before this lesson. The software the class will use will help them achieve the aim of the lesson and will also prepare them for a final test. The students should have a copy of the book for reference.)

Call upon students to describe a recent horror movie or TV show they have seen. Ask: Do you like horror? What makes it exciting to watch, even though after seeing enough horror films you can guess what will happen next?

Development:

1. Most horror stories have a similar conflict. What is conflict? (Elicit - a struggle between two opposing forces.) What is the typical conflict of most horror movies? (Elicit - good vs. evil) A conflict can be either internal or external. What is the difference? (Elicit - An internal conflict is a struggle within the mind of a character; an external conflict is a clash between two characters or nature.) Is the conflict in Dracula internal or external? Why?

2. There are two opposing forces in the story. What is the hero called? (Elicit - protagonist) What is the villain called? (Elicit - the antagonist.) Is it possible for a book to have more than one of each? Think about the novel Dracula. Who are the protagonists? Who are the antagonists?

3. Each story has a specific plan. What is this story plan called? (Elicit - the plot.) What is the high point of the story called? (Elicit - the climax.) After using the software in the lesson you will discuss the plot and climax.

4. What is suspense? (Elicit - mental uncertainty of an outcome.) What is an example of a movie that has a great deal of suspense? A TV show? A book? Are conflict and suspense related? How? What are examples of suspense in the story?

5. The author uses the technique of foreshadowing. What is foreshadowing? (Elicit - the use of hints or clues to suggest future happenings) List examples of foreshadowing as you use the software.

6. Tell the class that they will be using software that will help them answer questions about Dracula. The program will also help them review for a final test on the book. Tell them that they must take notes on the following:

   a. Outline the plot of Dracula.
   b. What is the climax?
   c. What is the conflict in the book?
   d. Is it internal or external? Why?
   e. Name the protagonist/protagonists.
   f. Name the antagonist/antagonists.
   g. How does the author create suspense?
   h. What are some examples of foreshadowing?

7. The program Dracula is self-booting. If the students make a mistake they will be given another clue and a second opportunity to answer. After that they will be shown the correct answer. Bonus questions and points will be given to those who excel in their responses.

8. Tell the class they will select the following options from the Main Menu:
   SECTION I - RESPONDING TO THE BOOK - PARTS A, B
   SECTION II - UNDERSTANDING THE BOOK - PARTS A, B, C, and D

9. The suggested time for this activity is 20 minutes.

10. Divide the class into groups of 5 or 6 students. Have them participate in a small group discussion on the topics. Following this activity, have a class discussion on the topics.

Summary:

1. What are the definitions of plot and climax?
2. What is the plot outline of Dracula?
3. What is the climax?
4. What is conflict? What is the difference between internal and external conflict?
5. What is the conflict in Dracula? Is it internal or external?
6. Differentiate between protagonist and antagonist. Who are they in the book?
7. What is suspense? How does Stoker create it?
8. What is foreshadowing?
9. What are some examples of foreshadowing in the book?

Homework: Worksheet

Enrichment:

1. Research famous horror stars - Lon Chaney, Jr., Bela Lugosi, Christopher Lee, etc. Write a report on their popularity and notoriety.
2. Rent the recent movie *Love at First Bite.* Write a composition comparing it to an older Dracula movie. Explain why you liked it more or less.

Dracula Worksheet

1. When did the story take place?
2. What are the two main settings?
3. Why was Harker going to see Dracula?
4. What are some evidences of foreshadowing as Harker arrives at the Castle Dracula?
5. How was Dracula's appearance a foreshadowing of problems for Harker?
6. What happened when Harker accidentally cut himself shaving?
7. After imprisoning Harker, what does Dracula take to England?
8. Mina, Harker's fiance, has two major worries--one concerning Harker and the other concerning Lucy. What are they?
9. Why is Lucy looking very sickly?
10. Why was Dr. Van Helsing called?
11. What did he notice about Lucy that made him very suspicious?
12. What does Van Helsing do to Lucy?
13. What does Lucy try to do to her fiance Arthur on her deathbed?
14. Who was the "Bloofer Lady?" What did she do?
15. What were Lucy's former suitors told they must do to Lucy? the vampire?
16. What episode convinces Van Helsing that Mina has changed drastically?
17. What is the climax of the story?

TOPIC: Plot Elements in Two Jack London Stories

Aim: What are the elements of plot in *To Build a Fire* and *White Fang*?

Performance Objectives: Students will be able to:

- define conflict
- explain the types of conflict
- explain how London created suspense with conflict
- differentiate between internal and external conflict
- identify internal and external conflict in the story
- define climax
- identify the climax in the stories

Material:

- Apple computer lab
- software: *White Fang/To Build a Fire* by Media Basics Courseware
- book: *White Fang*
- story: *To Build a Fire*

Do Now:

Why are stories that include dogs as characters very appealing?

Vocabulary: conflict, suspense, internal conflict, external conflict, climax, autobiography

Motivation:

(It is essential that the students have read both stories before this lesson. Copies of each should be available for reference.)

Who would be more likely to survive in the wilderness? Humans or animals? Why?

Development:

1. The plot element of conflict is important in the study of both of these stories. What is conflict? (Elicit -a struggle between two opposing forces.) There are several types of conflict. What are they? (Make a list on the board.)
   Man vs. Man
   Man vs. Nature
   Man vs. Society
   Man vs. Forces of Fate
   Man vs. Himself
   Explain each of these types of conflict. Tell the class that they will be asked to write a short paragraph on the major conflict of each story after the computer activity. London created a great deal of suspense through the conflict. What is suspense? (Elicit - the feeling of wanting to know what will happen next.)

2. Conflict can be internal or external. What is the difference? (Elicit - internal - a struggle within oneself which one can control; external - a struggle against a force on the outside which is not within one's control.)

3. All stories have a high point. What is this point of highest interest called? (Elicit - climax) London was a master at building the suspense to a climax. Which story had the most exciting climax? Why?

4. The program that you will use will help you analyze the story and also help you prepare for a test. Make sure to take notes on the following:

   a. What is the main conflict in each story?
   b. What are some words that prove that London created a great deal of suspense?
   c. What are examples of internal and external conflicts in each story?
   d. What is the climax in each story?

5. Instruct the students to boot the program. Tell the class that if they make a mistake they will be given another chance with a second clue. Bonus questions will be given to students who excel.

6. The options from the Main Menu that they will complete are:

   SECTION - I - RESPONDING TO THE BOOK - PARTS A, B
   SECTION - II - UNDERSTANDING THE BOOK - PARTS A, B, C, D

7. Allow approximately 20 to 25 minutes for this computer session.

8. Divide the class into small groups and discuss the answers to the questions in #4. Later, have a large group discussion.

Summary:

1. What is conflict?
2. What are the different types of conflict?
3. How did London create suspense with conflict?
4. What is the difference between internal and external conflict?
5. What are examples of internal and external conflict in each story?
6. What does climax mean?
7. What is the climax in each story?

Homework: Worksheet

Enrichment:

1. Read *The Call of the Wild* or *The Sea Wolf* and compare it to one of the stories in this lesson.

2. Research London's life. Explain how *White Fang* is somewhat autobiographical.

3. Write a paragraph explaining why London rebelled against society and how he demonstrated it in his *To Build a Fire* and *White Fang*.

White Fang/To Build a Fire Worksheet

1. Tell how the following show similarities between the dog and Jack London:

   a. White Fang as a dog that fights

   b. White Fang (part wolf and part dog) as an outcast of his society

   c. White Fang going from a primitive world to a civilized one

   d. White Fang's relationship with his mother

2. What is the most important factor that finally civilizes White Fang?

3. Why did White Fang kill Hall? Did this act demonstrate savagery or civilization? Explain.

4. In To Build a Fire the man made several big mistakes. What were they?

5. How did the dog in To Build a Fire show that his instincts made a big difference in survival in the vicious conflict with the cold?

6. Describe the relationship of the man with the dog. What might have happened if it were different?

7. Were you surprised by the ending? Explain.

8. On the back or on a separate paper write two short paragraphs explaining the main conflicts in each of the stories.

TOPIC: Setting in *A Farewell to Arms*

Aim: What effect does the setting have on the story and characters?

Performance Objectives: Students will be able to:

- define setting, mood, tone, and irony
- describe the setting
- explain how the setting creates the mood
- describe the author's tone
- identify examples of irony
- explain the setting's effect on the story
- explain the setting's effect on the characters

Materials:

- Apple computer lab
- software: A Farewell to Arms by Media Basics Courseware
- novel: A Farewell to Arms by Ernest Hemingway

Do Now:

What would you do if you were drafted to fight in a war? Why?

Vocabulary: setting, mood, tone, irony

Motivation:

What are some of the things that come to mind when you think of war? Is there anything good about war? Explain. Do you feel that it is your responsibility as an American to fight in a war if you are told you must? What would happen to our freedom if no one would fight?

Development:

1. (It is important that the class complete reading A Farewell to Arms before this lesson. The book should be available for reference.)

   Where does A Farewell to Arms take place? (Elicit - Italy and Switzerland during World War I) What is the location where a story takes place called? (Elicit - setting)

2. Write the definition of setting on the board: Setting = Time and place of action in a story. Is the setting important in this story? Does the setting seem real? Why is it hard to decide? (Elicit - Unless you have experienced a war, it is hard to imagine)

3. Tell the class that a definite mood is established through the setting. What is mood? (Elicit - the dominant emotion, such as sorrow, horror, happiness.) What mood is felt in this story?

4. What do you know about Ernest Hemingway? Tell the class that he wanted to escape his small town upbringing so he volunteered for the service in World War I. He joined the ambulance corp in Italy. When the Spanish Civil War started in 1936, he traveled to Spain as a war correspondent. Do you think this background helped to make the setting more real than if the story had been written by someone who had never experienced it? Why?

5. Tell the class that Hemingway established a definite tone. What is tone? (Elicit - the author's view toward the work, such as philosophical, condemning, ironic, approving, humorous, etc.) What is the author's tone in this book? How does this affect how he establishes the setting?

6. Hemingway's novel is very ironic. What does irony mean? (Elicit - the author says one thing but means another. Also, an outcome of events are contrary to what would be expected.) What type of story is this? (Elicit - love story) Why then is the depressing mood so ironic? (Elicit - A love story should be warm and happy, not cold and filled with fear and death.)

7. The setting of the book is extremely important in determining what happens to the characters in the story. If the love story had not been set in that particular time and place, it might have very easily been entirely different. Tell the class that their assignment in this lesson is to decide how the setting affects the story and the characters.

8. Tell the class that they will be using a program that will help them. Mention that the software will also prepare them for a final test on the book. They should take notes so that they will be prepared to discuss the assignment.

9. The program is self-booting. If the students make a mistake, they will be given another clue and another opportunity to answer. If they still do not answer correctly, they will be shown the answer. Bonus questions and points will be given to students who correctly answer a high percentage of the questions.

10. The options from the Main Menu that they will complete are the following:
    SECTION I - RESPONDING TO THE BOOK - A, B
    SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

11. The suggested time for this activity is 20-25 minutes.

12. After the computer activity, have a class discussion on the assigned topic.

Summary:

1. What is a setting? What is the setting of A Farewell to Arms?
2. What is mood? What is the mood of the book?
3. What is tone? What is Hemingway's tone in the story?
4. What is irony? What is ironic about a love story being set in the time and place of this book?
5. How does the setting affect the characters?
6. How does the setting affect the story?

Homework: Worksheet

Enrichment:

1. Write a setting. Choose a place that you are familiar with. Be sure to establish a mood and tone. Make sure it seems real. If you are describing objects in the setting make sure that you do it in a logical sequence.

82

2. Write a newspaper account of the story. Do not include a mood or tone. Include who, what, when, where, why. Several volunteers will read the articles to the class. The class will then contrast newspaper writing with story writing.

3. Do research on World War I in Italy. Write a report.

4. Research Hemingway's life. What parallels do you find between his life and this book? How is Hemingway like Frederic?

A Farewell to Arms Worksheet

1. Why does Frederic go to Italy?
2. Why does Catherine go to Italy?
3. Who introduces Frederic and Catherine? Where?
4. After Frederic's injury, where does he recover?
5. Who nurses him back to health?
6. Why is falling in love in a hospital during a war different from falling in love with someone you meet in an office or on a vacation?
7. What type of mood is usually felt in a hospital?
8. When two people love each other and learn they are to be parents, what is the usual feeling?
   Why was Catherine's pregnancy a cause for worry?
9. Frederic makes a "farewell to arms." Explain. What does he take off when he does this?
10. When he finds out he is going to be arrested, what act of nature makes the journey very difficult?
11. What country do they escape to when he deserts?
12. Compare their life in Switzerland to their life in Italy.
    In what ways were the two different settings significant?
13. If the story had been set a year after the war, how might their lives have been different?
14. What happens to the baby?
15. What happens to Catherine?
16. Since Frederic tells the story in the first person, how does this determine the mood?
17. Frederic is said to be a typical Hemingway hero. Using him as a perfect example, what is a Hemingway hero like?
18. Do you think Hemingway feels war is senseless and wasteful? Why?
19. What can you tell about social values during World War I?
20. Write a paragraph explaining why this book proves that war is senseless and wasteful.

TOPIC: Identifying Elements of a Plot - *The Great Gatsby*

Aim: How would you describe the characters, setting and plot of The Great Gatsby?

Performance Objectives: Students will be able to:

- define details
- list details describing characters' personalities and appearances
- explain details of characters' relationships
- identify details in the plot
- identify details in the setting

Materials:

- Apple computer lab
- software: The Great Gatsby (Disks I and II) by Hartley Courseware
- book: The Great Gatsby by F. Scott Fitzgerald

Do Now:

What are some advantages to having rich friends?

Vocabulary: details, plot, characterization

Motivation:

Before the class enters, prepare a collection of about a dozen items on a tray - small things of different sizes and colors. Have the tray covered when the class enters. Tell them that they will get two minutes to look at the items and then they will have to list the details of each item. After the activity has been completed, ask the class why it is difficult to remember specific details. (Elicit - a person must be able to classify the items under categories.)

Development:

1. (It is important that the class reads The Great Gatsby before this lesson. The two disk software package is an excellent test of students' knowledge of details and therefore, a perfect review for a final test on the book.)

   Tell the class that they will get an opportunity to prove that they can remember the details of the book. What are details?

2. Before the software is used, review plot, setting, and characters by asking the following questions: What is the plot of a story? (Elicit - the sequence of events in a story) What is the setting of a story? (Elicit - the time, the place, and the mood of the story) How are characters developed in stories? (Elicit - by the way they act, the way they dress, what they say, etc.)

3. Tell the class that after they have used the two disks, they will discuss the details of plot, setting, and characters in small groups. Tell them that they must take notes in order to remember specific points. Tell them that they should also pay attention to the details of the interrelationships among the characters.

4. The students should insert Disk I into drive 1. The students will do the first two parts of the Main Menu - Chapter Summaries and Characters. They should type Y when asked whether they want key words to be left out. This provides cloze testing of each chapter. The word choices will appear at the bottom of the screen. They can move about the choices with the spacebar. When they have the correct choice highlighted, they should press Return and the word will appear in the reading selection.

5. After they have completed the Chapter Summaries and Characters from Disk I, they should insert Disk II into drive 1. They will complete the first three options--Troublespots, Terms, and Quizzes.

6. Suggested time for the computer activity is 30 minutes.

7. Divide the class into small groups. They will discuss the following and make a master list for a class discussion:

   The setting - the 1920's - the details that make the reader aware of the time, place, and mood

   The plot - the series of events that lead to the climax

   List details of each event.

   Characterization - Characterize Nick Carraway, Daisy Buchanan, Tom Buchanan, Myrtle Wilson, Jay Gatsby, Jordan Baker, George Wilson, and Catherine.

   Interrelationships - How the characters related to one another or why they did not relate to one another.

8. After the groups have made their master lists, make a class list on the board of the details in the story.

Summary:

1. What are details?
2. What details would you use to describe the following: Nick Carraway, Daisy Buchanan, Tom Buchanan, Myrtle Wilson, Jay Gatsby, Jordan Baker, George Wilson, and Catherine.
3. What are the events that make up the plot? What are some details of each event?
4. What are some details of the setting?
5. Which characters had good relationships? Why?
6. Which characters had poor relationships? Why?
7. Which relationships changed? Why?

Homework: Worksheet

Enrichment:

1. Do the third option of Disk I - Symbols. Write a composition of F. Scott Fitzgerald's use of symbols in The Great Gatsby.
2. Do a research report on the "reckless Twenties." Include information on Prohibition and speakeasies, new automobiles, fads, victory abroad, and the new rich.
3. Write a composition on the topic "If I Had Lived in the 1920's." Explain how your life would be different. Give specific examples.

The Great Gatsby Worksheet

PART I - After reading each detail, write the name of the correct character on the line.

Nick Carraway
Myrtle Wilson
George Wilson
Daisy Buchanan
Jay Gatsby
Catherine
Tom Buchanan
Jordan Baker

________________ 1. Myrtle's sister who had enormous spectacles and sticky red hair

________________ 2. Left his father's Midwest hardware business

________________ 3. Tom's distant cousin with whom Jay Gatsby was still in love

________________ 4. Acquired his Long Island residence after only three years of work

________________ 5. A hit and run victim of a yellow car

________________ 6. Shot Gatsby

________________ 7. Cheated in an amateur tennis match

________________ 8. The only one to attend Gatsby's funeral

________________ 9. Operated a second-rate auto repair shop

________________10. Gatsby's mistress

PART II - Use the following words in sentences about the plot, setting, or characters of the book.

1. pompadour -

2. hauteur -

3. debauchee -

4. the Great War -

5. dilatory -

6. Armistice -

7. ash heaps -

8. Jazz Age -

PART III - At the end of the book, Nick decides to return to his people in the Middle West. Explain how the relationships he experienced on Long Island and in New York City were the determining factors. Give specific examples.

IV.

THE NOVEL

B. Character

TOPIC: Development of Characters in *The Pigman*

Aim: How did Zindel develop the characters in The Pigman?

Performance Objectives: Students will be able to:

- explain how an author develops characters
- differentiate between dynamic and static characters
- characterize the main characters
- characterize minor characters
- compare the relationships of John and Lorraine with their parents and the Pigman
- explain how character development establishes the theme

Materials:

- Apple computer lab
- software: The Pigman by Media Basics Courseware
- novel: The Pigman by Paul Zindel

Do Now: In what ways do teenagers respond when their parents do not understand them?

Vocabulary: characterization, dynamic character, static characters, theme, empathy

Motivation:

(It is important that the class completes reading The Pigman. The software will help the class achieve the aim as well as review for the final test. The book should be available for reference.)

Write the following on the board:

Man cannot be happy alone.

Do you agree or disagree with the statement? Explain. Have you ever felt extremely lonely? What did you do about it? Did you have someone in your family or a friend to talk to? If so, how did it help? What can a person do if he or she has no one?

Development:

1. The appeal of the book The Pigman is the character development. Most readers will agree that John, Lorraine, and the Pigman are all very real. They are people one can actually visualize. The reader feels empathy for them. What is empathy? (Elicit - the participation in another's feelings or ideas.) How does an author create characters who are so memorable? What is this creation of characters called? (Elicit - characterization.) What techniques does an author use to do this? (Elicit - describe their appearances; tell what they say, think, and do; show them interacting with others; and tell what others say and think about them.)
2. Characters can be either static or dynamic. What is the difference? (Elicit - a static character is one that remains the same throughout the book; a dynamic character is one who experiences some change in attitude or personality.) In addition to John, Lorraine, and the Pigman, who are some other characters? (Elicit - Norton, John's mother, John's father,

Lorraine's mother.) Could Bobo be considered a character? Why do you think Mr. Pignati became so attached to Bobo? Have you known people who have gotten attached to animals? What were the consequences? After the computer activity, be prepared to explain why the major and minor characters are static or dynamic.

3. Often an author lets the reader get some insight into the meaning of life. It is achieved through a theme. What is a theme? (Elicit - the main idea or meaning of a piece of literature.) Tell the class that the author's theme becomes evident at the end of the book, after all the interactions of the characters and the climax have occurred. Tell the class to be prepared to state the theme after the computer activity.

4. Before the class starts the computer activity, tell them to be prepared to take notes on the following questions:

    a. Characterize the following and tell whether they are dynamic or static:
    John
    Lorraine
    Mr. Pignati
    Lorraine's mother
    John's father
    Norton
    John's mother
    b. Compare John and Lorraine's relationship with their parents and with Mr. Pignati.
    c. What is the theme?
    d. How does the author use the characters to develop his theme?

5. The program The Pigman is self-booting. If the students give a wrong answer to a question, they will be given another clue and a second chance to answer. After that they will be shown the correct answer. Bonus questions and points will be given to those who answer the majority of the questions correctly.

6. Tell the class they will select the following options from the Main Menu:

    SECTION I - RESPONDING TO THE BOOK - PARTS A, B
    SECTION II - UNDERSTANDING THE BOOK - PARTS A, B, C, D

7. The suggested time for this activity is 25 minutes.

8. After the computer activity, divide the class into small groups and discuss the questions in #4.

Summary:

1. How does an author develop characters?
2. What is the difference between static and dynamic characters?
3. Characterize these characters. Tell whether each is a dynamic or static character:
    a. John
    b. Lorraine
    c. Mr. Pignati
    d. Lorraine's mother
    e. John's father
    f. Norton
    g. John's mother

4. Compare the relationship of the two teenagers with their parents and with Pigman.
5. Explain how character development establishes the theme.
6. What is the theme?

Homework: Worksheet

Enrichment:

1. Have the students divide into small groups. Have each group prepare a skit of a scene from the book. Have each group present their project to the class. If possible, use a videotape camera.

2. Write a composition stating and supporting your opinion on the following topic: Growing up is much easier/harder today than it was 20 years ago.

3. Have you ever felt alienated from your parents? Describe the reasons and how the alienation was resolved, if indeed it was. If there is still a problem explain what you think the remedies are.

The Pigman Worksheet

1. Why are John and Lorraine so kind to the Pigman?

2. What are some positive and negative effects that the Pigman had on John and Lorraine?

3. What does the Pigman give John and Lorraine that their parents don't?

4. Describe the alienation in John and Lorraine's relationships with their families.

   John's family -

   Lorraine's family-

5. How could the family alienation be resolved in John's family?

6. How could the family alienation be resolved in Lorraine's family?

7. Why was the Pigman so close to Bobo?

8. How are John and Lorraine different?

9. How are John and Lorraine similar?

10. What did John and Lorraine learn at the end of the novel? How have they changed? Why?

TOPIC: Characterization in *Lord of the Flies*

Aim: What multiple characteristics do the characters in Lord of the Flies exhibit?

Performance Objectives: Students will be able to:

- define a protagonist and an antagonist
- compare the protagonist and the antagonist
- define dynamic and static characters
- differentiate between dynamic and static characters in the book
- define symbolism
- identify the characters as symbols
- explain how characterization establishes the theme

Material:

- Apple computer lab
- software: Lord of the Flies by Media Basics Courseware
- book: Lord of the Flies by William Golding

Do Now:

Would you like to live in a place where there were no adults to supervise you? Explain.

Vocabulary: protagonist, antagonist, dynamic character, static character, symbolism, ethics

Motivation:

(It is important that the class read Lord of the Flies before this lesson. The students should have copies of the book for reference.)

What is stress? (Elicit - a force that causes mental, bodily, or emotional tension) Have you ever experienced stress? When? How did you feel? What sicknesses are associated with stress? How do some people act under great stress?

Development:

1. Lord of the Flies is a story about stress and about how different characters react to it. The story involves a hero and a villain. What is a protagonist? (Elicit - the hero) Who is the protagonist in the story? (Elicit - Ralph) Why? Who is his conflict with? (Elicit - Jack) If Ralph is the protagonist, what is Jack called? (Elicit - antagonist) What is another word for antagonist? (Elicit - villain) Why was Jack the villain?

2. What does the word dynamic mean? (Elicit - marked by change) What do you think a dynamic character is? (Elicit - a character who experiences a change in behavior or attitude) Which characters in the book are dynamic? Why?

3. What does the word static mean? (Elicit - characterized by lack of movement or progression.) What do you think a static character is? (Elicit -a character who remains the same throughout the story) Who were the static characters? Why?

4. The entire story is symbolic. What is a symbol? (Elicit - an object, a person, place or action that has a meaning in itself and that also stands for something larger, such as a belief, value or attitude) The characters are also symbolic. Later in this lesson you will be asked to discuss how the story is symbolic and what the main characters are symbols of.

5. The story is about ethics. What does ethics mean? (Elicit - a set of morals and principles) The author is saying something important about ethics. After the computer activity you will be asked to discuss exactly what Golding is saying about ethics and how it relates to the political system on the island.

6. Who are the characters in this book? List the following on the board:

   Ralph
   Jack
   Piggy
   The littluns
   Roger
   Sam
   Eric
   Simon

7. Tell the class that they are going to use a piece of computer software that will help them analyze Golding's characters. Tell them to take notes for a group and class discussion on the following topics:

   How are the ethics of the protagonist and antagonist different?
   What makes specific characters dynamic?
   What makes specific characters static?
   What are Ralph, Jack, Piggy, Simon, and Roger symbols of?
   What is the theme of this book?

8. Instruct the class to load the program. If the students make a mistake when answering the questions, they will be given another clue and another chance to answer. They should read the information on the screen since it will explain the correct answer. Bonus questions and points will be given to students who answer a high percentage of the questions.

9. The options from the Main Menu that they will complete are:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

10. Suggested time for this activity is 25 minutes.

11. Divide the class into groups and discuss the topics in #7. After about 10 minutes, have a large group discussion.

Summary:

1. What is a protagonist? An antagonist?
2. Who was the protagonist? Why?
3. Who was the antagonist? Why?
4. How were the protagonist and antagonist different?
5. What is a dynamic character? A static character?
6. Who were the dynamic characters in the book? Why?
7. Who were the static characters in the book? Why?
8. What is symbolism?
9. What are the following characters symbols of: Ralph? Jack? Simon? Piggy? Roger?
10. What is the theme of the book?

Homework: Worksheet

Enrichment:

1. Write a composition discussing the symbolism of the conch and how it influenced the characters.
2. Write a composition analyzing the relationships of Ralph and Piggy and of Jack and Roger.
3. Human beings are capable of evil behavior. Write a composition discussing this statement.

Lord of the Flies Worksheet

PART I - Read each statement and write the name of the character on the line.

Ralph
Jack
Piggy
Roger
Sam and Eric
Simon

__________ 1. The butt of laughter.

__________ 2. Most sadistic hunter.

__________ 3. Defender of civilized ideals.

__________ 4. Chief of hunters.

__________ 5. The shining hope who offers love and understanding.

__________ 6. Reveals Ralph's hiding place.

__________ 7. Tries to establish order.

__________ 8. Responsible for crimes of his followers.

__________ 9. Bullies littluns and kills Piggy.

__________10. Understands beast and truth about Lord of the Flies.

****

PART II - The Characters as Symbols. Explain the following symbols:

1. Jack as the bestial instinct in humans -

2. Simon as the shining hope -

3. Piggy as the intellect -

4. Roger as all that is evil in the human soul -

5. Ralph as the "end of innocence" -

TOPIC: Handicaps in *The Heart is a Lonely Hunter*

Aim: How do emotional and physical handicaps affect people's lives?

Performance Objectives: Students will be able to:

- define handicap
- explain the handicaps of the characters
- identify the theme of the story
- identify the mood of the story

Materials:

- Apple computer lab
- software: *The Heart is a Lonely Hunter* by Media Basics Courseware
- book: *The Heart is a Lonely Hunter* by Carson McCullers

Do Now:

What seems to you to be the worst part about getting older?

Vocabulary: handicap, mood, irony

Motivation:

(It is important that the class has read the book before this lesson. They should have it available for reference.)

Did you ever meet a person who was crippled? Blind? Deaf? How did you treat the person? How did others treat him or her? Would you characterize the typical treatment of handicapped people as sympathetic, indifferent, or cruel? Explain.

Development:

1. What is a handicap? (Elicit - a disadvantage that makes achievement difficult.) Does a handicap have to be a physical problem such as being in a wheelchair or being blind? What other types of handicaps are there? (Elicit - mentally or emotionally handicapped) What does it mean to be mentally handicapped? What does it mean to be emotionally handicapped?

2. What does the word mood mean as it relates to literature? (Elicit - the prevailing feeling or emotional climate of a literary work.) What mood did you feel as you read this book? (Elicit - despair, loneliness, alienation.) One of the topics you will be analyzing in this lesson is what factors contributed to the mood of the story.

3. What is irony? (Elicit - something in the story that is contradictory to what you would expect) Which character is ironic? (Elicit - Singer) Why? (If the class cannot identify the irony of Singer, tell them that they will be expected to state it by the end of the lesson. The irony is that even though Singer is a deaf mute, he is the only character the others can communicate with.)

4. Why is growing up difficult? Which character had problems with growing up? (Elicit - Mick) Why? Where does this person like to escape to? (Elicit - to the rooftop) Where do you like to go when you want to escape? Why? Is Mick's handicap a physical one? (Elicit - No) What kind is it? (Elicit - an emotional one) Why?

5. Ask the class to help make a list of the characters of the story. Write these names on the board:

   Dr. Copeland
   Jake Blount
   John Singer
   Spiros Antonapoulos
   Biff Brannon
   Mick Kelly
   Willie
   Harry Minowitz

6. Tell the class that they will use computer software to help them analyze the following topics:

   How do various handicaps affect the characters?
   Why can growing up be difficult?
   What is the theme of the story?
   What is the mood of the story?
   Why is Singer's character ironic?

7. Instruct the class to load the program. Tell them that if they make a mistake, they will be given another clue and a second chance to answer. Tell them to pay attention to the explanations of the correct answers. Mention that they must take notes on the topics listed in #6.

8. The options from the Main Menu that they will complete are the following:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

9. The suggested time for this activity is 25 minutes.

10. After the computer activity, have the class discuss the topics in #6.

Summary:

1. What is a handicap?
2. How did the following characters cope with their handicaps: Dr. Copeland? Jake Blount? John Singer? Spiros Antonapoulos? Biff Brannon? Mick Kelly? Willie? Harry Minowitz?
3. Who illustrates that growing up can be difficult? How?
4. What is the theme of the story?
5. What is irony?
6. Why is Singer's handicap ironic?
7. What is the mood of the story? Why?

Homework: Worksheet

Enrichment:

1. Write a composition explaining how you have experienced difficulties in growing up. Also, tell about problems that you still have to face in the maturity process. State when you think you will be officially "grown up."
2. Singer represents something special to the other characters. Write a composition explaining his importance.
3. This book provides a glimpse of a small Southern town in the 1930's. Research the era to get a more complete picture of it.

The Heart is a Lonely Hunter Worksheet

PART I - Explain how each of these characters' handicaps created problems. Also, state why you would have difficulty interacting with them because of their problems.

1. Dr. Copeland

2. Jake Blount

3. John Singer

4. Spiros Antonapoulos

5. Biff Brannon

6. Mick Kelly

7. Willie

8. Harry Minowitz

PART II - The following words are used in the story. Use them in sentences explaining the characters or plot of the story.

1. spiel -

2. deplorable -

3. traipse -

4. inscrutable -

5. insolence -

PART III - Write a paragraph explaining what the author is saying about people and human nature through his characters. Use a separate sheet of paper.

PART IV - Loneliness, poverty, racism and social class tensions affect the people in this small Southern town. Write a paragraph explaining how. Use a separate sheet of paper.

TOPIC: Characterization in *Great Expectations*

Aim: How are the characters developed in Great Expectations?

Performance Objectives: Students will be able to:

- list methods of character portrayal
- analyze credibility of characters
- analyze consistency of characters
- define protagonist
- define antagonist

Materials:

- Apple computer lab
- software: Great Expectations by Media Basics Courseware
- novel: Great Expectations by Charles Dickens

Do Now:

When someone says another person is a "real character," what do they mean?

Vocabulary: credibility, consistency, protagonist, antagonist

Motivation:

Who is a character that is a hero in the movies? On TV? In books? What makes these characters heroes? (Elicit they usually have to fight someone either physically, verbally, or mentally and come out on top.)

Development:

1. (It is important that the class complete reading Great Expectations. The book should be available for reference.)

   Think of the important people in your life. How have you come to know them? What do you think of when their names come up? (Elicit - how they look, what they wear, what they do and what they do not do, what they say, how they react to you, how you react to them, what others say to you about them and how others react to them). Write the list on the board.

2. Tell the class that this is how an author develops a character. A character is not described all at once. A little information is given at a time. In addition, the author often lets the reader know what one or more characters are thinking and feeling.

3. What does the word credible mean? (Elicit - capable of being believed) Why is it important that the characters be credible? (Elicit - readers like to identify with characters or compare characters to people they know)

4. What does it mean to be consistent? (Elicit - living or acting in conformity with one's belief or character.) Why does a reader like characters who are consistent?

5. What does the word hero mean? (Elicit - the principal character who has admirable qualities.) Another word for hero is protagonist. Write the words "Hero = Protagonist" on the board.

6. What does the word villain mean? (Elicit - a principal character who opposes the hero and does not have admirable qualities.) Another word for the villain is antagonist. Write the words "villain = antagonist" on the board.

7. The characters you have just read about in the novel Great Expectations are well developed by Dickens. You will be analyzing his ability to characterize by your use of computer software. It will also be an excellent review for a final test on the book. You must take notes on the following:
   a. How Pip, Estella, Miss Havisham, Magwitch, Joe Gargery, Herbert Pocket, Mr. Jaggers, and Compeyson are portrayed (Refer to #1 for a list of the best ways to analyze a character)
   b. In what ways are the characters credible and consistent?
   c. Why are the characters considered protagonists or antagonists?

8. The program is self-booting. If the students make a mistake they will be given another clue and a second opportunity to answer. After that they will be shown the correct answer. Bonus questions and points will be given to those who excel in their responses.

9. Tell the class they will select the following options from the Main Menu:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE STORY - A, B, C, D

10. The suggested time for this activity is 30 minutes.

11. Divide the class into small groups. Make a master list using the questions in #7. After the group activity, conduct a class discussion on the characters in the novel.

12. Tell the class that they will present one character by talking, acting, dressing, etc. like the character in the book. Or, two members of the class can present two different characters interacting. The rest of the class will try to guess who the character is. If possible, videotape the presentations.

Summary:

1. What are different ways authors reveal characters?
2. What is a credible character?
3. What is a consistent character?
4. What is a protagonist? An antagonist?
5. How does Dickens characterize the people listed below? (Include aspects of character portrayal, credibility, consistency, and whether they were protagonists or antagonists.)

Pip
Miss Havisham
Joe Gargery
Mr. Jaggers

Estella
Magwitch
Herbert Pocket
Compeyson

Homework: Worksheet

Enrichment:

1. Write a character description of a person you know. Include appearance, dress, what the person says, does or does not do, how the person reacts to other people and to you, how others react to the person, and what others say about the person.

2. Divide the class into two groups. Have each group make Jeopardy-type questions for a class competition on details concerning the characters in Great Expectations. If possible, videotape the competition.

Dickens' Characters in *Great Expectations* Worksheet

PART I - Write the correct character in the blank.

Pip
Magwitch
Mr. Jaggers
Estella
Joe Gargery
Compeyson
Miss Havisham
Herbert Pocket

1. _____________ Pip became his apprentice
2. _____________ Pip's benefactor
3. _____________ Wealthy, eccentric spinster
4. _____________ A lawyer who tells Pip he is a rich heir
5. _____________ Beautiful girl who Pip loves
6. _____________ Pip's roommate
7. _____________ Miss Havisham's former lover who betrayed her
8. _____________ An apprentice blacksmith who had high hopes
9. _____________ Magwitch's enemy who drowns
10. _____________ Raised her offspring to break men's hearts
11. _____________ Assumed Miss Havisham was his benefactor
12. _____________ Risked his life to return to England
13. _____________ Teased Pip and hurt his feelings
14. _____________ Provided Pip with a poor home but lots of love
15. _____________ Helps Pip smuggle Magwitch out of England

****

Part II. When reading a book, it is easy to like or also dislike characters. Choose one character you liked and one you disliked. Write a short paragraph telling what made you feel that way.

TOPIC: Character - *Dr. Jekyll and Mr. Hyde*

Aim: How do the dual personalities of Dr. Jekyll and Mr. Hyde reveal the belief that one cannot associate with evil without becoming affected by it?

Performance Objectives: Students will be able to:

- compare/contrast the personalities of Dr. Jekyll and Mr. Hyde
- trace the changes in the main character as evil overcomes good
- list the impact of Dr. Jekyll's "problem" on his friends and acquaintances
- understand the consequences of Dr. Jekyll's actions
- explore their own positive and negative characteristics
- make a "Wanted" poster

Materials:

- Apple II computer lab
- software: Dr. Jekyll and Mr. Hyde by Encyclopaedia Britannica
- class set of Dr. Jekyll and Mr. Hyde, by Robert Louis Stevenson

Motivation:

(Students should have read the book prior to this lesson.)
Ask the students to list their good and bad characteristics.
What keeps you from acting out all of your bad feelings?
What would happen if, suddenly, you started to act upon these feelings?
How would this affect you?
How would this affect your family and friends?

Development:

1. What did Dr. Jekyll do to bring out his evil nature?
   How did he act before/as a result of this?
   How did this affect his friends and acquaintances?

2. Tell the students that the program they are about to use will help them to review the story of Dr. Jekyll and Mr. Hyde.

3. Students load the program. They are asked to type in their first and last names. After they press RETURN; they are asked to type in their teacher's name.

4. The computer now asks if the students have read the story. Tell the students to give a YES response.

5. The students should continue to follow the directions to complete the review. The four review parts consist of a true or false pretest, a vocabulary exercise, word meaning, synonyms/antonyms/homonyms, and comprehension. There is also a timed word game, for which the students have to type in every word they can think of that can be spelled with the letters of a word from the story.

Summary:

1. How were Dr. Jekyll and Mr. Hyde similar/different?
2. How did Dr. Jekyll change as Mr. Hyde's personality became dominant?
3. How did this change affect himself and the people around him?

Homework:

Make a "Wanted" poster for Mr. Hyde. Include his picture, a description, what crimes he has committed, and a reward for his capture.

Enrichment:

Think of a new product that could have helped Dr. Jekyll solve his problem. What can this product do? How will it work? What will happen when Dr. Jekyll uses it?

TOPIC: Characterization in *Wuthering Heights*

Aim: What were the effects of the conflicts among the major characters in *Wuthering Heights*?

Performance Objectives: Students will be able to:

- identify methods of characterization
- define conflict and types of conflict
- explain conflict in a book
- state theme
- characterize the main and secondary characters

Material:

- Apple computer lab
- software: *Wuthering Heights* by Media Basics Courseware
- book: *Wuthering Heights* by Emily Brönte

Do Now:

There is a thin line between love and hate. Explain.

Vocabulary: pseudonym, characterization, conflict, stereotype, wuthering, suspense

Motivation:

(It is essential that the class read *Wuthering Heights* before this lesson. The students should have a copy of the book for reference.)

Love usually has its ups and downs. Have you ever experienced love? What are some problems that sometimes occur when two people love each other? (Elicit - jealousy, passion, etc.) Did you ever feel jealousy? Is it a normal feeling in a romance? Have you ever heard a person say that he or she hates a person he or she once loved? Why are these extremes so common when it comes to love?

Development:

1. Emily Brönte's romance, *Wuthering Heights*, also contains elements of passion, violence, and jealousy. In fact, she had trouble getting it published. Why do you think this theme would be risky? (Elicit - it was written in the Mid-19th Century.) Bronte even used a man's pseudonym. What is a pseudonym? (Elicit - a false name used by an author; a pen name.) Why do you think Bronte used a man's pseudonym? Bronte used an old English adjective "wuthering" in the title. What does it mean? (Elicit - the noisy commotion of stormy weather.) As a final assignment, you will be asked to write a composition on why the title is appropriate.

2. Brönte creates vivid characters. What are some methods authors use for creating their characters? (Elicit - how they look and dress, what they do, say, and think; what other characters think or say about them; interactions of the author's characters; and author's comments.) Do the characters seem like real people or are they stereotypes? What is a stereotype? (Elicit - a character who is very typical of a type of person, with no distinguishing traits.) What is the stereotype of a villain? A hero? A Romeo?

3. The characters have serious conflicts. What is a conflict? (Elicit - a struggle between opposing forces.) What are some types of conflict? (Elicit - man against man, man against nature, man against society, man against himself, man against the forces of fate.) Conflicts create suspense. What is suspense? (Elicit - the quality that makes the reader wonder what will happen next.)

4. The conflicts of a character establish a serious theme. What is a theme? (Elicit - the meaning of the story.)

5. Tell the class that they will be using a computer program that will help them analyze the book and also prepare them for a test on the book. Tell them that as they are using the software, they should take notes on the following topics:

   a. Characterize the following:
      Mr. Earnshaw
      Catherine Earnshaw
      Hindley
      Heathcliff
      Mr. Linton
      Mrs. Linton
      Ellen Dean
      Isabella
      Edgar
      Frances Earnshaw
      Hareton Earnshaw
      Catherine Linton
      Linton Heathcliff
      Mr. Lockwood
   b. Name the characters that are stereotypes. Tell why.
   c. Identify and explain the conflicts.
   d. State the theme.

6. Tell the class to load the program. If the students make a mistake they will be given another clue and a second chance. Bonus questions will be given to high-scoring students.

7. The options from the Main Menu that they will complete are:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

8. Allow approximately 20 to 25 minutes for this computer session.

9. After the computer activity, discuss the answers to the questions in #5.

Summary:

1. What are some methods of characterization?
2. Name a main character and characterize him or her.
3. Name a minor character and characterize him or her.
4. What is conflict?
5. What are the types of conflict?
6. Explain the conflicts in the story.
7. What is the theme?

Homework: Worksheet

Enrichment:

1. Research the Romantic Movement in English literature. Why is Wuthering Heights considered a romance?

2. Research the rigid social class structure in 18th and 19th century England. Explain social conventions.

3. Write a composition describing problems that love can create.

Wuthering Heights Worksheet

1. What is admirable about:
    a. Catherine, the elder
    b. Catherine, her daughter
    c. Edgar Linton
    d. Heathcliff

2. Why did neither Catherine or Heathcliff feel regret about their love?

3. Is any character changed by his or her experiences? Explain. Does this person improve or deteriorate? Explain.

4. State the theme in a single sentence. Do you think Bronte was conscious of the theme? Explain.

5. Are there any surprises in the story? Explain.

6. Which character is most real? Explain.

7. Was the ending logical? Explain.

8. Think of a different ending. Write it.

TOPIC: Plot and Character Details in *The Adventures of Tom Sawyer*

Aim: How do the main characters activate the plot in The Adventures of Tom Sawyer?

Performance Objectives: Students will be able to:

- define plot
- identify plot details
- sequence plot episodes
- identify methods of characterization
- characterize individuals in the novel

Materials:

- Apple computer lab
- software: The Adventures of Tom Sawyer by Media Basics Courseware
- novel: The Adventures of Tom Sawyer by Mark Twain

Do Now:

What are some books that you have read that were written for young boys and girls? What do they have in common?

Vocabulary: plot, sequencing, characterization

Motivation:

(Before this lesson the novel The Adventures of Tom Sawyer should be completed. The software to be used in this lesson will help the students achieve the aim and prepare them for a final test on the book. Copies of the book should be available for reference.)

Think of a book you have read recently or a TV program you have seen. List the main characters and show (either in diagram form or in sentences) how their interaction moved the plot along to its conclusion.

Development:

1. The plot of the novel is one that most younger students, especially boys, enjoy. What is a plot? (Elicit - the plan of the story) What was your favorite episode in the plot? Describe it.

2. Twain is a master at creating characters. Do you think some of his characters are people he met? Explain. Tell the class to help make a list on the board of methods writers use to characterize:

   a. Character's appearance and manner of dress
   b. Character's words, thoughts, actions
   c. Character's interactions with other characters
   d. Other characters' impression of the character
   e. Direct comments on the characters

3. Who were the main characters in the book? Let's make a list on the board:
   a. Tom Sawyer
   b. Huckleberry Finn
   c. Becky Thatcher

d. Aunt Polly
e. Joe Harper
f. Injun Joe

Tell the class that after the computer activity, they will be asked to write a short paragraph characterizing the six individuals.

4. One aspect of deciding whether you remember the story details is whether you are able to sequence events. What is sequencing? (Elicit - placing events in the order of their occurrence.) Try to sequence the following:

_____ Funeral services held for Tom, Huck and Joseph

_____ The boys saw Injun Joe rob a grave

_____ Tom fell in love with Becky

_____ The boys found $12,000

_____ Huck and Tom decided to hunt for treasure

_____ Tom ran away

_____ Tom took the blame for Becky

_____ Searchers found Injun Joe's body

5. Tell the class that they will be using a program that will help them characterize the main characters and assist them in answering questions on plot details. Give them specific directions to load the computer with the program. If the students make a mistake, they will be provided with a second clue. The correct answer will be given if the students fail to respond correctly. Bonus questions and points will be awarded to students who answer a high percentage of the questions accurately. Tell the class that it is important to take notes so that they can write the paragraphs on the characters, answer detail questions, and sequence events.

6. The options from the Main Menu that they will complete are:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

7. The suggested time for this activity is 20 minutes.

8. After the computer session, tell the class to explain how Twain characterized the six main characters in a short paragraph on each.

Summary:

1. What is a plot?
2. Cite some plot details.
3. What is sequencing?
4. What are methods of characterization?
5. Characterize Tom, Huck, Aunt Polly, Joe Harper, Becky Thatcher, and Injun Joe.

Homework: Worksheet

Enrichment:

1. Write an original episode for Tom, Huck, and Joe. If possible, prepare a skit and present it to the class. Videotape if possible.
2. Compare Tom Sawyer and Huck Finn. How are they similar? How are they different? If you could have only one for a friend, which one would you choose? Explain.
3. Write a composition explaining why reading this book is excellent nostalgia literature for adults.

The Adventures of Tom Sawyer Worksheet

I. Sequence the following events:

____ 1. Aunt Polly dosed Tom with a painkiller and kept him in bed.

____ 2. Tom forgot about Amy and could only think of Becky.

____ 3. The minister eulogized the boys.

____ 4. Huck dragged a dead cat to the cemetery.

____ 5. Huck and Tom watched Injun Joe unearth a chest of money.

____ 6. Huck agreed to stay with the Widow Douglas if Tom would form a pirates' gang and make him a buccaneer.

____ 7. Tom found the exit to the cave and was a hero.

____ 8. Tom watched Aunt Polly mourn his death.

* * *

II. Write details describing the following characters:

1. Tom

2. Huck

3. Joe Harper

4. Becky

5. Aunt Polly

6. Injun Joe

TOPIC: Delineation of Character - *The Pearl*

Aim: How does John Steinbeck delineate the characters in the first part of The Pearl?

Performance Objectives: Students will be able to:

- list the methods an author uses to define a character
- apply this to the main characters in The Pearl

Materials:

- Apple II computer lab
- software: The Pearl by Media Basics Courseware
- class set of The Pearl by John Steinbeck

Motivation:

Students should have read The Pearl prior to this lesson. Ask the students for a volunteer to stand before the class. How do we know about this person? (actions, looks, speech)

Development:

1. Ask: In The Pearl, John Steinbeck reveals his characters by what they say, do, do not say, and do not do. What do we learn about them in this way?

2. Place the following diagram on the board:

Character Analysis

Name of Character	What kind of person he/she is	Author's Description	Physical Appearance	Actions/ Behavior	What the character says	What others say about him/her

Students fill in the chart for the main characters.

Require students to support their responses with references from the text.

3. Tell the students that they are about to use a program that will let them further explore the story, The Pearl.

4. Students load the disk and press Return to leave the copyright screen.

5. The main menu will appear, which gives a list of the three main sections: Responding to the Book, Understanding the Book, and Going Beyond the Book. The first two sections deal with story appreciation, comprehension, vocabulary skills, and critical thinking. The last section provides a game that allows students to use their knowledge of the book to try to win a game.

6. Tell the students to press Return. An introduction will appear on the screen. Press Return.

7. The students are now asked to type in their names and the date, and press Return.

8. The option screen will appear. Here the students must make a selection by pressing the appropriate number, then press Return. They continue to answer the questions by pressing the appropriate letters or numbers.

Summary:

1. In life, as in literature, how do we learn what kind of person a particular individual is?
2. In selecting our friends, why is depending on only our own opinion too unreliable a gauge of another person's character?

Homework:

Choose a main character from the novel. Compare and contrast that character to yourself. List the similarities and differences.

Enrichment:

List several characteristics, both good and bad, of a good friend of yours. How did you find out about these characteristics?

TOPIC: Theme and Characterization in *Of Human Bondage*

Aim: How does Maugham develop his theme through characterization in Of Human Bondage?

Performance Objectives: Student will be able to:

- define characterization
- differentiate between dynamic and static characterization
- differentiate between indirect and direct characterization
- characterize the major characters
- explain how the author develops his theme through characterization
- state the theme

Materials:

- Apple computer lab
- software: Of Human Bondage by Media Basics Courseware
- book: Of Human Bondage by W. Somerset Maugham

Do Now:

Has anyone ever had you, or someone you know, under his or her spell? Explain.

Vocabulary: characterization, indirect characterization, direct characterization, dynamic characters, static characters, theme, bondage

Motivation:

(It is important that the class complete reading Of Human Bondage before this lesson. The software that they will be using will help them achieve the aim of the lesson as well as prepare them for a final test on the book.)

What happens to a person who keeps searching for a better life but can't seem to find it? (Elicit - They often become bitter, confused and unhappy.) Have you ever known or heard of someone like this? What happened to them in the end? Did they ever find the better life?

Development:

1. Maugham masterfully characterized the individuals in his famous novel. What are some ways an author can characterize a person? (Elicit - giving a physical description; showing the character speaking, acting, thinking; interacting with others.)

2. The author can directly or indirectly characterize people. What is the difference? (Elicit - In direct characterization the writer tells you exactly what the character is like; in indirect characterization the author shows the character acting in various situations so that you can make up your own mind.)

3. Characters can either be static or dynamic. What is the difference? (Elicit - A static character remains the same throughout the story. A dynamic character experiences some change in personality or attitude.) Tell the class that after using the software, they will list the dynamic and static characters and support their answers with specific examples.

4. The theme of Maugham's novel is suggested in the title. What does theme mean? (Elicit - The main idea or basic meaning of a piece of literature.) What does it mean to be in bondage? (Elicit - to be a slave.) Who was like a slave in many ways? Why? Tell the class that part of their later assignment will be to write a short paragraph on the theme.

5. Tell the class that the software they are about to use will help them develop their ideas about characterization as it relates to the theme. They should take notes on the following topics while they are using the software:

   a. Characterize Philip and explain whether he was a static or dynamic character. Support your answer.
   b. Characterize the following and explain whether they were dynamic or static:
      William Carey
      Louisa Carey
      Miss Wilkinson
      Mildred Rogers
      Thorpe Athelny
      Sally Athelny
   c. Explain how the author uses direct and indirect characterization
   d. Write the theme of the story

6. Tell the class that they should load the program. Tell them that if they make a mistake, they will be given another clue and then a second opportunity to answer. If they still do not respond correctly, they will be shown the correct answer with an explanation. Tell them to read these explanations carefully. Bonus questions and points will be given to students who score high.

7. The options from the Main Menu that they will complete are:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

8. The suggested time for this computer activity is 25 minutes.

9. Have a class discussion on the topics listed in #5.

Summary:

1. What are some ways an author characterizes people in stories?
2. What is the difference between dynamic and static characters?
3. What is the difference between direct and indirect characterization? How does Maugham use both?
4. Characterize the following characters and tell whether each is dynamic or static and why.
   Philip Carey
   William Carey
   Louisa Carey
   Miss Wilkinson
   Mildred Rogers
   Thorpe Athelny
   Sally Athelny
5. What is the theme of the story?

Homework: Worksheet

Enrichment:

1. Write a "short" short story with a similar theme--a present day young person searching for a better life while being in various bondages.
2. Compare the three women in Philip's life. Explain why they were good or not good for Philip. Include Miss Wilkinson, Mildred Rogers, and Sally Athelny. Analyze why he would intentionally choose women that were not good for him.
3. Write a composition explaining what Philip had to offer Sally and what kind of person you think Philip would become in his new life with Sally.

Of Human Bondage Worksheet

Explain how the following affected Philip's character:

1. His club foot
2. His mother's death
3. His uncle
4. His aunt
5. His decision that he didn't believe in God
6. His involvement with Miss Wilkinson
7. His decision to study medicine
8. His involvement with Mildred Rogers
9. His friendship with Thorpe Athelny
10. The taking in of Mildred to his house after he saw her as a streetwalker
11. The demolishing of his possessions by Mildred
12. His relationship with Mildred's child
13. His decision to ask Sally to marry him

****

Write a short paragraph explaining the theme of the story.

TOPIC: Characterization in *The Red Pony*

Aim: How does Steinbeck develop the characters in The Red Pony?

Performance Objectives: Students will be able to:

- define characterization
- define dynamic and static characterization
- identify the characters as either static or dynamic
- recognize the importance of interrelationships as they relate to the theme
- define direct and indirect characterization
- recognize how Steinbeck directly and indirectly develops the characters

Materials:

- Apple computer lab
- software: The Red Pony by Media Basics Courseware
- novel: The Red Pony by John Steinbeck

Do Now:

Have you ever been given a gift that you treasured more than any of your possessions? What was it? How did it change you?

Vocabulary: characterization, dynamic characters, static characters, direct characterization, indirect characterization, compare, contrast

Motivation:

(It is important that the class complete the reading of The Red Pony before this lesson. This lesson is an excellent review before a final test. The students should have a copy of the book for reference.)

Why is the passing from boyhood to manhood such a traumatic experience for most individuals? How do people expect boys to act? How do people expect men to act?

Development:

1. John Steinbeck felt that he had to experience certain situations before he could write about them. He was born in Salinas, California. His mother was a schoolteacher who read famous literature to him. He worked at many different jobs and wandered around the countryside of the fertile California valley, taking in everything in nature and studying various people so that his stories would possess reality. How can you tell from the novel that he had taken in nature and studied the inhabitants of the valley in depth?

2. Tell the class that in this lesson they will analyze Steinbeck's characters in The Red Pony. They will use a piece of computer software later in the lesson to help them. Before this activity, review the pertinent definitions by answering the following questions:

    a. How does an author characterize the people in a story? (Elicit - by describing the character's physical appearance, showing the character acting and speaking, revealing the character's thoughts, revealing what others think about the character, showing the character interacting with other characters, and by commenting directly on the character.)

b. What is a dynamic character? (Elicit - a character who experiences some change in personality or attitude.)
c. What is a static character? (Elicit - a character who remains the same throughout the book.)
d. What is direct characterization? (Elicit - the author tells you directly what the characters are like.)
e. What is indirect characterization? (Elicit - the author shows or dramatizes the character and allows the reader to draw his or her own conclusions about the character.)

3. What is the difference between comparing and contrasting characters? (Elicit - comparing is telling how two characters are alike, and contrasting is telling how two characters are different.) Would it be possible to have characters who are alike, yet different? Can you think of an example in the book?

4. Tell the class that they will be using software that will help them analyze Steinbeck's characterization techniques and also help them prepare for a test on the book. Tell them that they must take notes on the following topics:

   a. Is Jody a dynamic or static character? Why?
   b. What type of characters are the following - dynamic or static?: Carl Tiflin, Mrs. Tiflin, Billy Buck, Gitano, Jody's grandfather. Explain.
   c. Since the theme has to do with a young boy's coming of age and learning to cope with death, how does Jody's relationships with the following either help or hinder him?: Billy Buck, his father, his mother, Gitano, his grandfather, Gabilan, and Black Demon.
   d. Write specific examples of how Steinbeck uses direct and indirect characterization.
   e. Compare and contrast Jody and his father.
   f. Compare and contrast Jody and Billy Buck.
   g. Contrast Jody's relationship with his father with his relationship with Billy.
   h. How does Jody change from the beginning of the book to the end? Cite specific changes, such as how the pony changed Jody.

5. The program The Red Pony is self-booting. If the students make a mistake they will be given another clue and a second opportunity to answer. After that they will be shown the correct answer. Bonus questions and points will be given to those who excel in their responses.

6. Tell the class they will select the following options from the Main Menu:
   SECTION I - PARTS A, B
   SECTION II - PARTS A, B, C, D

7. The suggested time for this activity is 20-25 minutes.

8. Divide the class into groups of 5 or 6 students. Have them participate in a small group discussion on the topics listed in number 4. Following this activity, have a class discussion on the topic.

Summary:

1. What are ways an author characterizes people?
2. What is the difference between static and dynamic characters?
3. Identify static and dynamic characters. Explain.
4. How do the interrelationships between the characters relate to the theme?

5. How did Gabilan change Jody?
6. What is the difference between direct and indirect characterization? How does Steinbeck use both?
7. How was Jody similar yet different from his father?
8. How was Jody similar yet different from Billy?
9. Contrast Jody's relationship with his father and the relationship he had with Billy.

Homework: Worksheet

Enrichment:

1. Life and death are important symbols in The Red Pony. Write a composition which includes a definition of a symbol and also an explanation of how Steinbeck uses life and death to develop Jody's character.

2. Billy Buck was Jody's surrogate father. Write a composition which explains why Billy was more of a father than Carl Tiflin.

3. The title "The Promise" is ironic. Write a composition which includes the definition of irony and an explanation of the irony.

The Red Pony Worksheet

1. How were Jody's parent's willing to test his sense of responsibility? Did it work? Explain.
2. How can you tell that Carl Tiflin feels that survival depends on self-discipline?
3. Why didn't Carl allow any shooting near his house? How does this make him more human?
4. How was Gabilan like Jody?
5. Why could Jody relax with Billy Buck but not with his father?
6. How does Steinbeck foreshadow death?
7. Describe the change in Jody after the arrival of Gabilan.
8. Why does Jody fight the buzzards?
9. How does the death of Gabilan prove that Jody cannot absolutely trust Billy?
10. How does Gabilan's death prepare Jody for life?
11. What are some instances that prove that Jody can be very cruel in the chapter "The Great Mountains?"
12. What is the difference between how Jody views the mountains and the way his parents and Billy view them?
13. How are the mountains, like Gabilan, both terrible and wonderful in Jody's eyes?
14. How does Jody feel about the old man Gitano?
15. How does Carl feel about Gitano? How does Carl prove he is not as tough as he pretends to be?
16. How is Gitano like the mountains?
17. How was Gitano like his horse Easter?
18. Why was Easter an appropriate name for the horse?
19. What did the rapier represent?
20. Why does Jody feel so sorry for the old man as he is about to face death?
21. What was the deal Carl made with Jody concerning his second horse?
22. What did Billy notice in his relationship with Jody ever since Gabilan's death?
23. Who did Jody feel was responsible for the chance to have a second horse?
24. What did Jody want to do to Billy for his suggestion to get another horse, but feel was not manly?
25. Compare the maturation of Jody with that of the fetus in Nellie.
26. Billy did not want to fail again in Jody's eyes. What did he have to do to prove himself?
27. Jody is becoming less self-centered. What is becoming more and more important to him?
28. What three deaths has Jody faced thus far?
29. How does Mrs. Tiflin show her feelings about her husband's attitude?
30. How was Carl cruel to his father-in-law?
31. Why did Jody's grandfather doubt the strength of the people of Jody's generation?
32. What is the lemonade a symbol of?
33. How does each of the four chapters develop the theme of conflict between the old and the new?

TOPIC: Character (Anthropomorphism) in *Charlotte's Web*

Aim: How does an author use animals with human characteristics to develop a story?

Performance Objectives: Students will be able to:

- define anthropomorphism
- state the effectiveness of anthropomorphism
- list adjectives that describe a story character
- relate the characters' personalities to those of humans
- dramatize an event in the book

Materials:

- Apple computer lab
- software: Charlotte's Web by Sunburst
- class set of Charlotte's Web by E.B. White

Vocabulary: anthropomorphism, runt, humble

Motivation:

Write the following story titles on the board:

The Three Little Pigs
The Tortoise and the Hare
Bambi
Babar
Dumbo

Ask the students what these stories have in common. Elicit the response that each story uses animals that take on the characteristics of human beings.

Tell the students that this is called anthropomorphism.

Development:

1. Students should have already read the book, Charlotte's Web, which has been introduced as being an example of anthropomorphism.

2. The software, Charlotte's Web, will enable them to deepen their understanding of the story and how the author uses anthropomorphism, while helping the characters reach their goal.

3. Students load the program. The Main Menu will appear. #1, Wilbur's Adventure, will have a blue highlight box around it. Tell the students to press RETURN to select Wilbur's Adventure.

4. A sentence with a missing word will appear on the screen. Three possible answers are given. Tell the students to press one of the numbers to highlight the appropriate answer, then press RETURN, and continue in this manner until all the questions are answered.

5. After the questions are answered, the Main Menu will appear. Instruct the students to press #2 and RETURN, to select Charlotte's Vocabulary.

6. Continue to follow the directions until this section is completed.

7. When the students are back in the Main Menu, instruct them to press 3 and **RETURN**, to select Descriptions. Continue to follow the directions to complete the program.

Summary:

1. What is anthropomorphism?
2. Do you think it is an effective way to tell a story? Explain.
3. Would Charlotte be the kind of friend you'd like to have? Explain.
4. Dramatize an event in the book. Remember to put yourself in the place of one of the animals.

Homework:

1. What if all the animal characters in this story turned into people? What kind of person would each animal become? Explain.

2. What if all the people in the story turned into animals. What animal would each become? Explain.

Enrichment:

Take a TV program or another book you have read. Transform the characters into appropriate animals and relate the story. Act it out with hand puppets if you wish, or have people in your class take parts.

TOPIC: Characterization - *The Diary of Anne Frank*

Aim: How does the relationship among members of the Frank family compare/contrast with the relationship among members of our families?

Performance Objectives: Students will be able to:

- identify problems teenagers have with their families
- state examples of character or behavior patterns in the Frank family
- show how family problems can become worse when family members are forced to live in hiding
- compare/contrast these patterns to those in their own families
- write diary entries

Materials:

- Apple II computer lab
- software: The Diary of Anne Frank by Media Basics Courseware
- class set of The Diary of Anne Frank

Motivation:

Students should already have completed reading The Diary of Anne Frank. Ask the students to discuss some problems they have with their parents and siblings. List examples on the chalkboard.

Development:

1. How can we relate these problems to those of the Frank family? (Include a discussion of sibling rivalry, parental favoritism, lack of trust, and being allowed to have one's own opinions.)

2. How does the Frank family's confining situation make these problems worse?

3. Tell the students that the program they are about to use will help them to review the autobiography, The Diary of Anne Frank.

4. Students load the program and press RETURN to leave the copyright screen.

5. The main menu will appear, which gives a list of the three main sections: Responding to the Book, Understanding the Book, and Going Beyond the Book. The first two sections deal with story appreciation, comprehension, vocabulary skills, and critical thinking. The last section provides a game that allows students to use their knowledge of the book to try to win a game.

6. Tell the students to press RETURN. An introduction will appear on the screen. Press RETURN.

7. The students are now asked to type in their names and the date, and press RETURN.

8. The option screen will appear. Here, the students must make a selection by pressing the appropriate number, then press RETURN. They continue to answer the questions by pressing the appropriate letters or numbers.

Summary:

1. What can we conclude from our discussion of the relationship among family members?
2. How do you think Anne's personality development was affected by her situation? Explain.

Homework:

Write a diary excerpt based on how you would feel and react being totally confined for the foreseeable future with your family.

Now write another excerpt from your parent's point of view.

Enrichment:

Do research on the historical period in which Anne Frank lived.

Anne Frank's personality was partially shaped by the society in which she lived. Discuss the historical events that have helped shape your life or those of your relatives.

V.

THE NOVEL

C. Theme

TOPIC: A Political Satire - *Animal Farm*

Aim: Why does the society in Animal Farm fail?

Performance Objectives: Students will be able to:

- define satire
- define totalitarian and tyrant
- identify the roles of characters in the plot
- compare the society in Animal Farm to a totalitarian society
- identify the moral of Animal Farm

Materials:

- Apple computer lab
- software: Animal Farm by Media Basics Courseware
- book: Animal Farm by George Orwell

Do Now:

Would you like to live in Russia? Why? Why not?

Vocabulary: satire, totalitarian, tyrant, free enterprise system, fable

Motivation:

(It is important that the class complete reading Animal Farm before this lesson. The software that they will be using will help them achieve the aim of the lesson as well as prepare them for a final test on the book.)

Do Chinese university students have the same rights to express their opinions and to protest government policies as American students? Elicit that the Chinese have a totalitarian society. What does this mean? (Elicit - The government has complete and strict control of all aspects of life.) Do these ideas that we have just discussed remind you of Animal Farm? Why?

Development:

1. George Orwell's book, Animal Farm, is a political satire. What is a satire? (Elicit - A kind of writing that holds up to ridicule or contempt, the wrongdoings or weaknesses of individuals, groups, or institutions.) Writers of satire try to persuade their readers to see their point. What is Orwell satirizing? (Elicit - the totalitarian way of life.)

2. Can there be a successful society where everyone shares ownership and does equal work? Why is it doomed? What historical event is represented by Orwell's story? (Elicit - The American and the Russian Revolutions.) Explain.

3. The topic you will be analyzing today is what contributed to the failure of the society in Animal Farm and why. You will use the ideas you remember from your reading of the book and also from the computer activity that you are going to do.

4. Animal Farm is a fable. What is a fable? (Elicit - a story that presents a moral or lesson and has animals who speak and act like

humans.) At the end of today's lesson, each of you will be asked to write a moral.

5. Tell the class that they should take notes on the following topics while they are using the software:
   The book's moral
   The reasons for Animal Farm's downfall
   The subject of Orwell's satire
   A comparison of Animal Farm to a totalitarian society

6. Tell the class that they should load the program. Tell them that if they make a mistake, they will be given another clue and then a second opportunity to answer. If they still do not respond correctly, they will be shown the correct answer with an explanation. Tell them to read these explanations carefully. Bonus questions and points will be given to students who score high.

7. The options from the Main Menu that they will complete are:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

8. The suggested time for this activity is 25 minutes.

9. After the computer activity, have a class discussion on the topics listed in #5.

10. Have each of the students write a moral. Discuss and have the class decide which one is best.

Summary:

1. What is satire?
2. What is Orwell satirizing in his book?
3. What is a totalitarian society? A tyrant?
4. Why was Animal Farm a totalitarian society?
5. Which characters contributed to Animal Farm's failure? How?
6. What is the moral of Animal Farm?

Homework: Worksheet

Enrichment:

1. Research the Russian Revolution. Write a report on the reasons for it, who was responsible, and the success and/or failure of it.

2. Write a composition explaining what you think Orwell feels about the values of personal and political freedom in modern society. Use examples from the book to illustrate your explanation.

3. Select a dictator of the twentieth century - Hitler, Mussolini, Peron, Stalin, Franco, Idi Amin, etc. Investigate how the leader came to power and the strategies he or she used to maintain the power.

4. Do a research report on Communism in Russia. Explain how it has changed since its beginning.

Animal Farm Worksheet

PART I - Explain how the following contributed to the downfall of Animal Farm:

1. Napoleon
2. Snowball
3. Frederick
4. Breaking the Seven Commandments of Animalism
5. The Battle of the Windmill
6. The Battle of the Cowshed
7. The Rebellion
8. The Rules of Animal Farm

****

PART II - Explain how the following violations contributed to the failure:

1. Drinking alcohol
2. Sleeping in beds with sheets
3. Doing business with humans
4. Eating better food than others
5. Ordering animals killed

****

PART III - The film Animal Farm ends happily. Some people do not like moviemakers to change the endings of books. Write a letter to the makers of the film in which you approve or disapprove the change of ending. Support your point of view with two good reasons. Cite specific examples from the novel. Use a separate sheet of paper.

****

PART IV - If you could make a perfect society, what would it be like?

TOPIC: Conflict in *The Pearl*

Aim: What are the conflicts in The Pearl?

Performance Objectives: Students will be able to:

- define conflict
- explain the man vs. man conflict
- explain the man vs. society conflict
- explain the man vs. himself conflict
- explain the man vs. forces of fate conflict
- explain how conflict causes suspense
- compare external conflict and internal conflict

Materials:

- Apple computer lab
- software: The Pearl by Media Basics Courseware
- novel: The Pearl by John Steinbeck

Do Now:

Write a few sentences describing an argument or a physical fight you had with someone.

Vocabulary: conflict, fate, suspense

Motivation:

(It is important that the class complete the reading of The Pearl before this lesson. This program is an excellent review before a final test. The students should have a copy of the book for reference.)

Why is "Money is the root of all evil" an appropriate saying that comes to mind when you think of the book, The Pearl?

Development:

1. What is conflict? (Elicit - a struggle between two opposing forces.) What are some examples of conflict in your life? In this school? In this city? In this country? In the world?

2. Tell the class that in a story there can be more than one type of conflict. Ask them if they know the different types of conflict that were evident in this book. After a discussion, list the following types of conflict on the board and ask the class to copy the list in their notebooks:

   man vs. man
   man vs. society
   man vs. himself
   man vs. forces of fate

3. What is an internal conflict? (Elicit - the inner struggle that takes place in the mind and the heart of the character.) What is an external conflict? (Elicit - the clash of outward events in the story.) When discussing the four types of conflict, ask students to decide whether the conflict is internal or external.

4. Have a class discussion on the four types of conflict.
   a. Man vs. man - "Man" refers to humans so that the conflict includes man vs. woman. This conflict can be physical, mental, emotional, or a combination.
   b. Man vs. society - Society includes everyone a person comes into contact with in the place he is living. Ask what social injustice is. (Elicit - treating someone unfairly because of his social group, money, education, etc.) How does it play a part in the man vs. society conflict?
   c. Man vs. himself - This involves a person's fight within himself between two or more choices.
   d. Man vs. forces of fate - What is fate? (Elicit - whatever is destined. In literature it is often sad or tragic.) The character has little or no control over the forces of fate.
   e. Which types of conflict are internal? External? Both at times?

5. Ask what suspense is. (Elicit - mental uncertainty of an outcome) What is an example of a movie that has a great deal of suspense? A TV show? A book? Are conflict and suspense related? How?

6. Tell the class that they will be using software that will help them analyze Steinbeck's book and help them review for a final test on the book. Tell them that they must take notes on examples of the four types of conflict, determine whether they are internal or external and note important suspenseful scenes. They will use the notes in a group and class discussion, as well as the homework.

7. The program The Pearl is self-booting. If the students make a mistake they will be given another clue and a second opportunity to answer. After that they will be shown the correct answer. Bonus questions and points will be given to those who excel in their responses.

8. Tell the class they will select the following options from the Main Menu:
   SECTION I - A, B
   SECTION II - A, B

9. The suggested time for this activity is 20-25 minutes.

10. Divide the class into groups of 5 or 6 students. Have them participate in a small group discussion on the topic "Examples of the Four Different Types of Conflict and Suspense in The Pearl." Have a group leader and a secretary make a master list. Following this activity, have a class discussion on the topic.

Summary:

1. What is conflict?
2. What is man vs. man conflict? What is an example of this in The Pearl?
3. What is man vs. society conflict? What is an example in The Pearl?
4. What is man vs. himself conflict? What is an example in the book?
5. What is man vs. forces of fate conflict? What is an example in the book?
6. What is the difference between internal conflict and external conflict? What are some examples of each?
7. What is suspense? What is an example in The Pearl?

Homework: Worksheet

Enrichment:

1. Write a composition on how you would fit into Kino's society. Would there be conflicts for you? Explain what type. Also, explain how Kino would fit into your society and what the conflicts would be.

2. Write a composition on the conflict between the rich and the poor. Explain how it was in the past and how it is now.

3. Write a composition on the conflict between people of integrity and people that are evil. Use examples from the book and use other examples from the society that you live in.

Conflict in *The Pearl* Worksheet

Decide what type of conflict each of the following is by stating the type of conflict and then explaining it.

1. Kino and his inner struggle regarding the pearl
   Type of conflict -
   Why?

2. Juana and Kino
   Type of conflict -
   Why?

3. Kino and the doctor
   Type of conflict -
   Why?

4. Kino and the jewelry buyers
   Type of conflict -
   Why?

5. Coyotito and the bullet
   Type of conflict -
   Why?

6. Kino and the beggars
   Type of conflict -
   Why?

7. Juana and her feelings about the pearl
   Type of conflict -
   Why?

8. The village's rich and Kino
   Type of conflict -
   Why?

9. Kino and the pearl
   Type of conflict -
   Why?

10. Kino's family and the team of trackers
    Type of conflict -
    Why?

****

Make a list of five examples of intense suspense in the book.

1.

2.

3.

4.

5.

TOPIC: Social Protest as Depicted in *Cry, The Beloved Country*

Aim: How do characters in Cry, The Beloved Country illustrate the theme of social protest?

Performance Objectives: Students will be able to:

- define social protest
- recognize the importance of values in a society
- explain apartheid
- describe the problems of breaking with old traditions

Materials:

- Apple computer lab
- software: Cry, The Beloved Country by Media Basics Courseware
- novel: Cry, the Beloved Country by Alan Paton

Do Now:

What are some facts you know about life in South Africa?

Vocabulary: social protest, values, apartheid, traditions

Motivation:

(It is important that the class complete reading Cry, The Beloved Country before this lesson. The software that they will be using will help them achieve the aim of the lesson as well as prepare them for a final test on the book.)

In the mid 1600's a supply post was set up by the Dutch East India Company near the Cape of Good Hope, which is located at the southern tip of South Africa. From that time to the present the natives have been subjected to a life dictated by Europeans. The discovery of gold and diamonds in the 1800's made that area even more appealing for the white men. The natives suffered then as they do now. Are the problems of present-day South Africa still in the news? Explain. (e.g., Mandela in jail for 25 years for protesting in South Africa.)

Development:

1. Paton's novel has been called a social protest. What does that mean? (Elicit - formal complaining about problems affecting a group of people) In this lesson you will be identifying and explaining all the problems that Paton is protesting. The characters he has created are the tools of protest.

2. When a society has traditions to follow, they understandably adhere to certain values. What is a tradition? (Elicit - the handing down of beliefs or customs from one generation to the next.) What are values? (Elicit - things or ideas that are held in esteem.) What did the white men force the natives to do in regard to their traditions? (Elicit - The natives were forced to break with tribal traditions and reverence for the chief.) What did this do to the value of the natives? (Elicit - They were destroyed.) What were they replaced with? (Elicit - nothing.) What happens to a society with no values?

3. What is apartheid? (Elicit - Apartness or complete segregation.) Tell the class that there are three main non-European groups in South Africa - the Indians who are the merchants, the Bantus or natives, and the coloreds who are of mixed native and European blood. Through the system of apartheid these three groups have no political rights and no means of protesting. What do you think of this practice? How does this practice further decrease the feelings of self-esteem of these groups? Another apartheid practice is to eliminate integrated schools, colleges, unions, etc. If the whites and the three South African groups never meet or associate, how does this make the problems in the country even worse? (Elicit - People cannot learn to understand each other if they never talk.)

4. Paton uses his characters to protest the apartheid system. Which two characters suffer intensely? (Elicit - Kumalo and James Jarvis) What are some examples of their suffering? How does the pain make them change?

5. Who is the spokesman in the novel for the many problems of the people? (Elicit - Msimangu) How does he try to help? How does he feel about most black African leaders? (Elicit - He feels they get as corrupt as the whites as soon as they gain power.)

6. Tell the class that their assignment is to analyze how Paton uses the characters and the episodes in their lives to protest many problems of the people. What are some of these problems? (Elicit - hatred, fear, ignorance, callousness, violence, decay of society, exploitation, and deprivation.) Tell the class that the computer program they will be using will help them find examples of how each of these problems is addressed through the characters. Tell them that they must take notes for a class discussion after the computer activity.

7. Tell the class that they should load the program. Tell them that if they make a mistake, they will be given another clue and then a second opportunity to answer. If they still do not respond correctly, they will be shown the correct answer with an explanation. Tell them to read these explanations carefully. Bonus questions and points will be given to students who score high.

8. The options from the Main Menu that they will complete are:
    SECTION I - RESPONDING TO THE BOOK - A, B
    SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

9. The suggested time for this activity is 25 minutes.

10. After the computer activity, have a class discussion on the problems listed in #6. The class should cite specific examples from the book of how Paton uses the characters to illustrate each one.

Summary:

1. What is social protest?
2. Why are values important in a society?
3. Describe the problems of breaking with traditions.
4. What is apartheid?
5. How do characters such as Kumalo, James Jarvis, and Msimangu show the effects of apartheid?
6. What are the end results of apartheid?

Homework: Worksheet

Enrichment:

1. Write a composition on the topic "Power Corrupts." Use examples from the book, from history, and from your personal life.
2. Paton seems to indicate that there is hope for the people of South Africa. Write a composition explaining why you agree or disagree with him. Use ideas from the book and from recent news regarding South Africa.
3. Write a composition explaining why you agree or disagree that society is responsible for the murder Absalom committed.
4. Plan a library trip where the students use the Readers' Periodical Guide to do research on recent problems in South Africa.

Cry, The Beloved Country Worksheet

Since this is a novel of social protest, cite specific examples from the book that illustrate the following aspects of life in South Africa:

1. **Violence**

2. **Decay of society**

3. **Fear**

4. **Ignorance**

5. **Hatred**

6. **Deprivation**

7. **Exploitation**

8. **Callousness**

****

Describe the personalities and values of the following characters:

1. **Stephen Kumalo**

2. **James Jarvis**

3. **Msimangu**

****

Paton wrote the following in an article: "We wish we could find some magic education that would teach the natives to want to obey the law, and to want nothing else. There is no such education. Men obey the law when they are pursuing worthy goals, working for some good purpose, making the most of their seventy years, using their gifts." Write your reaction to Paton's statement in a short composition.

TOPIC: Themes of *1984*

Aim: What are the themes in the novel 1984?

Performance Objectives: Students will be able to:

- define theme
- define totalitarian
- recognize the existence of totalitarian governments in the recent past and present
- describe the totalitarian society of London in 1984
- explain Winston's and Julia's struggle to hold onto their sense of humanity
- explain the significance of the themes of physical love and physical pain
- explain Winston's psychological change and destruction
- recognize George Orwell's hope for mankind

Materials:

- Apple computer lab
- software: 1984 by Media Basics Courseware
- novel: 1984 by George Orwell

Do Now: Did you ever feel someone was controlling your mind? Explain.

Vocabulary: totalitarian, inhumanity, impersonal, humanity, brainwash, telescreen, fate, liaison, theme

Motivation:

(It is important that the class read the book 1984 before this lesson. Make sure the students have a copy of the book for reference.)

People often say that life in a large city such as New York is very impersonal. What does impersonal mean? (Elicit - not engaging in human emotions or having no personal connections.) What are some examples of how you have been treated in an impersonal manner? Do you feel that using your social security number or your school program number instead of your name, makes you feel that you are being treated impersonally? Explain.

Development:

1. What are some examples of societies from the past or in the present that have total control of the people? (Elicit - Nazi Germany and the Soviet Union.) Tell the class that this type of government is called totalitarian. What is a totalitarian society? (Elicit - government has absolute control, regulates the privacy of the people, and punishes brutally even the slightest opposition to the government.) What are some examples of Nazi and Russian totalitarianism? (Elicit - the Russians have used hallucinogenic drugs on political dissenters; the Nazis performed barbaric experiments on living humans.)

2. What is inhumanity? (Elicit - making people feel non-human) How did the totalitarian government of Oceania make the people feel inhuman? Discuss the answers to the following questions and explain how they contributed to feelings of inhumanity.

   a. How did Big Brother feel about people keeping diaries?
   b. What was the job of the Thought Police?
   c. How did Big Brother feel about the people talking about government officials or reading books against the government?
   d. What was the telescreen? (Elicit - a television set with a built-in camera that was used to observe people in their homes)
   e. How did Big Brother feel about people experiencing sex?
   f. What is brainwashing? (Elicit - forcibly making a person give up differing political, social or religious beliefs.) How was it used effectively?
   g. What was doublethink? (Elicit - anything can be justified or believed.) How was it used?
   h. How did Newspeak and Ingsoc influence life?

3. Winston and Julia became involved in a liaison. Why was this so dangerous? They struggled to maintain a sense of humanity. Why was their situation hopeless?

4. In literature, what does theme mean? (Elicit - the underlying thought or idea of a story.) 1984 has a number of themes. You will be discussing them after you use a piece of computer software. It will also prepare you for a final test on the book. It is important to take notes on the different themes. Consider physical and psychological aspects of the novel.

5. Tell the class to load the program. Tell them that if they make a mistake, they will be given another clue and a second opportunity to answer. Tell them that the correct answer will be explained so they should read each explanation.

6. The class will do the following options:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

7. The suggested time for this activity is 25 minutes.

8. After the computer activity, have a class discussion on the novel's themes. Elicit the following:
   Love vs. hate
   Man's brutal inhumanity to man
   The certain doom of physical love
   The psychological changes a person in extreme conditions can experience
   Why people must protect their freedom
   Why the hope of ordinary people should not be lost

Summary:

1. What is totalitarianism?
2. What are some examples of totalitarian governments in the recent past and present?
3. What were some aspects of the totalitarian society of London in the book 1984?
4. How did Winston and Julia struggle to hold on to their humanity?
5. Explain the significance of the themes of physical love and physical pain.
6. Explain Winston's psychological change and destruction.
7. What was Orwell's hope for mankind?

Homework: Worksheet (see attached)

Enrichment:

Write a composition explaining how our world is similar to the one in the book. Explain examples of government control.

1984 Worksheet

1. Why was Winston Smith dissatisfied with life?

2. How could you tell by looking at him that he was unhappy?

3. Why was starting a relationship with Julia an act of rebellion against Oceania?

4. Why would Winston assume the risk of rebelling?

5. What is the significance of O'Brien having no first name?

6. Orwell felt a society can be controlled by its children.
   How was this true in 1984?

7. Why was the physical and emotional love of Winston and Julia doomed?

8. What was the penalty of thought crime and curiosity?

9. O'Brien was a type of Hitler. Why?

10. What was the purpose of the Two Minutes Hate?

11. What was the significance of the clock striking 13?

12. Winston was an idealist. Julia was practical. Explain.

13. What was the significance of Winston imagining smashing Julia's head with a stone?

14. Why did Winston regard O'Brien as a friend when he was brutally torturing him?

15. Why were the rats and stench of London a perfect setting?

16. The final words of the book "He loved Big Brother," make a free person hurt inside and feel fear. Why?

TOPIC: Theme - *The Chocolate War*

Aim: How does Cormier establish the theme in The Chocolate War?

Performance Objectives: Students will be able to:

- define theme
- explain the power of peer pressure
- recognize the human capacity for cruelty
- explain the importance of family on influencing adolescent behavior
- explain the importance of courage and integrity
- define characterization
- characterize the main characters

Materials:

- Apple computer lab
- software: The Chocolate War by Media Basics Courseware
- book: The Chocolate War by Robert Cormier

Do Now:

Name a person who is brave. Why do you think he or she is brave?

Vocabulary: peer pressure, integrity, characterization, theme, passive

Motivation:

(It is important that the class read The Chocolate War before this lesson and that students have copies of the book for reference.)

Two friends of yours have just offered you beer and cigarettes. They also say that if you prove you're OK they can also get drugs. You tell your friends that you don't want any, but they insist. They make fun of you and call you a wimp. What do you do?

Development:

1. What is a peer? (Elicit - a person that is equal to you.) What is pressure? (Elicit - forcing an opposing force.) Therefore, what is peer pressure? What are some examples of peer pressure that you have encountered? Jerry Renault was a victim of peer pressure. Explain.

2. A person must have courage and integrity if he is to survive in an repressive environment. What is integrity? (Elicit - a soundness of morals.) What does repressive mean? (Elicit - to curb or to hold by force.) What was the repressive environment that Jerry had to face?

3. Jerry, Archie, Emile, and Jerry's father are different types of characters. How can an author characterize the people in a story? (Elicit - appearance, what is said, what is thought, what the person does, how the person interacts with other characters.) Tell the class that after using the software they will be asked to characterize the four individuals in detail.

4. The author's themes are important, especially for teenagers. What is a theme? (Elicit - the meaning or message of a story.) After using the software the class will be asked to list and explain the different themes.

5. Tell the class that they will be using software that will help them analyze Cormier's book and help them review for a test on it. Tell them that they must take notes on the themes and characters in the book to be used in a class discussion and for homework.

6. The program The Chocolate War is self-booting. If the students make a mistake they will be given another clue and a second opportunity to answer. After that they will be shown the correct answer. Bonus questions and points will be given to those who excel in their responses.

7. Tell the class they will select the following options from the Main Menu:

   SECTION I - PARTS A and B
   SECTION II - PARTS A, B, C, and D

8. The suggested time for this activity is 20-25 minutes.

9. Divide the class into groups of 5 or 6 students. Have them participate in a small group discussion on the themes and characters in the book.

Summary:

1. What is theme?
2. How can peer pressure affect people?
3. What are examples of peer pressure in the book?
4. Explain the importance of the human capacity for cruelty as a theme.
5. Explain the importance of a family's influence on adolescent behavior.
6. How does a writer characterize individuals in a book?
7. Characterize the following:
   a. Jerry
   b. Jerry's father
   c. Emile
   d. Archie

Homework: Worksheet

Enrichment:

1. Courageous people are fascinating. Choose someone you consider brave and research his or her life. Assume this person's identity and present an oral report as the courageous person.

2. Plan a skit with other members of your class. Act out examples of peer pressure. Videotape if possible.

3. If you had to decide between taking the road in life that many people travel or taking the one few travel, which would you choose? How and why would you come to this decision? Write your views in a composition.

The Chocolate War Worksheet

1. Jerry is a courageous character. What do you think is his bravest moment? Do you think his courage will be intact after recovering from the boxing match? How do you think he might change?

2. There are several cruel characters in the book. Who is the cruelest? Why?

3. Jerry faces intense peer pressure to sell the candy. How does he react to it? Why?

4. What are some peer pressure experiences you have faced? How did you react to them?

5. Jerry's decision to "disturb the universe" is a reaction to his father's passivity. Why? Would you have acted in a similar way?

6. Characterize Jerry.

7. Characterize Emile.

8. Characterize Jerry's father.

9. Characterize Archie.

10. Write a paragraph explaining the theme or themes of the book.

TOPIC: The Theme of *The Scarlet Letter*

Aim: What is the theme in The Scarlet Letter?

Performance Objectives: Students will be able to:

- define theme
- describe the Puritans
- define setting
- explain how the setting influences the theme
- explain the effects of the sin on the characters
- explain how character development influences the theme

Materials:

- Apple computer lab
- software: The Scarlet Letter - Disks I and II by Hartley Courseware
- novel: The Scarlet Letter by Nathaniel Hawthorne

Do Now:

What do you know about the people of the early Massachusetts Colony?

Vocabulary: theme, Puritans, setting

Motivation:

(It is important that the class read The Scarlet Letter before this lesson and that students have copies of the book for reference.)

Imagine an entire town condemning you for committing the sin of adultery. How would you feel? What would you do? Would you try to run away or face it? Would public condemnation happen today? Explain.

Development:

1. The subject of this book is sin. Why is sin an interesting topic? Do you think people like to know about their neighbor's sins? Why? Have you ever known of anyone who was condemned for something that was considered sinful? Explain what happened.

2. The setting is very important to the understanding of this famous story. What is a setting? (Elicit - the time and place of a story.) What is the setting? (Elicit - the Massachusetts Colony.) When did it exist? Try to find the exact dates in a history book. What was life like there? What kind of people lived there? (Elicit - Puritans.) What is a Puritan? (Elicit - one who practiced a very strict moral code.)

3. The sin had very serious effects on four characters. Who were they? (Elicit - Hester Prynne, Arthur Dimmesdale, Roger Chillingsworth, and Pearl.) How did Hawthorne characterize these individuals? Make a list of their names on the board and then have the class think of character and personality traits of each of them.

4. What is a theme? (Elicit - the message or meaning of a story.) Tell the class that after the computer activity, they should be prepared to state the theme in one sentence.

5. Tell the class that they will be using software to help them answer questions and also to prepare them for a final test on the book. Tell them to take notes on the following topics as they use the program:

    a. The theme
    b. The setting's effect on the theme
    c. Characterization of the four main characters
    d. Effects of characterization on the theme
    e. Characteristics of Puritans
    f. The effects of the sin on:
        Hester
        Arthur
        Roger
        Pearl

6. The students should insert Disk I into drive 1. They should do the Chapter Summaries and Characters using the Cloze option. The word choices will appear on the bottom of the screen. They can move about the choices with the spacebar. When they have the correct choice highlighted, they should press Return and the word will appear in the reading selection.

7. After they have completed the two options on Disk I, they should insert Disk II into drive 1. They should complete all three options.

8. Suggested time for the computer activity is 30-35 minutes.

9. Divide the class into small groups to discuss the answers to the topics in #5. Later have a large group discussion.

Summary:

1. What is a theme?
2. What were the Puritans like?
3. What does setting mean?
4. What is the setting of the book?
5. How does the setting influence the theme?
6. What are the effects of the sin on the characters?
7. How does Hawthorne's character development influence the theme?

Homework: Worksheet

Enrichment:

1. Write several entries in the diary of Hester. Try to space them out so that you include the later part of her life.

2. Do a research project on the Puritans in the early colonies.

3. Write an original short story in which the effects of sin is the theme.

The Scarlet Letter Worksheet

1. What were the effects of sin on Hester?

2. What were the effects of sin on Arthur?

3. What were the effects of sin on Pearl?

4. What were the effects of sin on Roger?

5. What are your views on the Puritans' beliefs and behavior?

6. Do you think the famous Biblical quotation, "Let he who is without sin cast the first stone," applies here? Explain.

7. How do you think the "A" got on Arthur's chest?

8. How did Roger become demon-like?

9. Pearl was a mixture of good and bad. Give examples and explain the possible reason.

10. The story ends on a happy note. Explain. Were you prepared for this ending? Explain.

TOPIC: Conflict in *The Call of the Wild*

Aim: What is the conflict in *The Call of the Wild*?

Performance Objectives: Students will be able to:

- define conflict
- identify types of conflict
- explain the major conflict in the story
- define setting
- explain how the setting and conflict are one
- define theme
- state the theme
- define allegory and symbol
- explain how the book is an allegory

Material:

- Apple computer lab
- software: *The Call of the Wild* by Media Basics Courseware
- book: *The Call of the Wild* by Jack London

Do Now:

If you could leave the city and journey to an untamed wilderness of a challenging, distant place, where would you go?

Vocabulary: conflict, setting, theme, allegory, autobiography, symbol

Motivation:

Which kind of life would you prefer - city life or life in the wilderness? Why?

(It is important that the class read the book before this lesson. The book should be available for reference.)

Development:

1. *The Call of the Wild* has been labeled an allegory. What is an allegory? (Elicit - a fictional story that symbolizes human nature and experience.) What is a symbol? (Elicit - a person, object, or place, used to represent something larger than itself such as an idea or belief.)

2. Conflict is the essence of this story. What is a conflict? (Elicit - a struggle of two opposing forces.) What are the different types of conflict? (Elicit - man vs. man, man vs. nature, man vs. society, man vs. himself, man vs. the forces of fate.) What do each of these mean? What are Buck's conflicts? What are John Thornton's conflicts? Who is the main character? Buck or John? Explain. From whose viewpoint is the story told? What is your reaction to an animal telling a story?

3. London's description of the setting is very imaginative. One can almost feel the cold. What is a setting? (Elicit - the time and place of the story.) What is the setting of the book? Have you ever been in conflict with nature? Explain. Cite some examples of vivid imagery in London's setting description.

4. The theme of the book must be analyzed in terms of the allegorical nature of the book. What is a theme? (Elicit - the meaning or message of the book.) What do you think the theme is? How can you state it in allegorical terms?

5. The software that you will use will assist you in analyzing the book and also help you prepare for a test. Make sure to take notes on the following:

   1. What is Buck's conflict?
   2. What is John Thornton's conflict?
   3. What is the setting?
   4. How is it important in the conflicts?
   5. What is the theme of the book?
   6. How is the book an allegory?
   7. What are symbols in the books that relate to London's life and society?

6. Tell the class to load the program. Tell the class that if they make a mistake, they will be given another chance with a second clue. Bonus questions will be given to students who do well on the questions.

7. The options from the Main Menu that they will complete are listed below:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

8. Allow approximately 25 minutes for this computer session.

9. Have a group discussion on the questions in #5 above.

Summary:

1. Define conflict.
2. What are the different types of conflict?
3. What is the major conflict of Buck? Of John?
4. Define setting.
5. What is the setting?
6. How are the setting and conflict related?
7. What is theme?
8. What is the theme of the story?
9. What is an allegory?
10. What is a symbol?
11. Explain the symbols in this allegory.

Homework: Worksheet

Enrichment:

1. Write a composition in which you explain imagery that appeals to the senses and then cite examples of London's expert use of it.

2. Write a story or a poem from an animal's point of view.

3. Do research on London's life. Write a biographical sketch. Show how his life experiences were related to his reflection of civilization.

The Call of the Wild Worksheet

1. Why is the title a perfect one for this book?

2. How is Buck's departure from civilization to savagery similar to London's life?

3. "Kill or be killed, eat or be eaten, was the law." How do you think London felt this line in the book did not only epitomize Buck, but also human civilization?

4. London's nicknames were "Wolf" and "Shaggy Wolf." His trademark was a wolf. His house was called "Wolf House." Why do you think he was obsessed with dogs and wolves? Explain.

5. Buck's life was a "dog eat dog" existence. How is this allegorical?

6. Describe the conflicts in Buck's life.

7. Describe the conflicts in John's life.

8. What is your reaction to the ending?

9. Write a composition explaining why the book is an allegory. Give examples of symbols and explain them.

TOPIC: Use of Plot Elements and Style to Establish the Theme in *All Quiet on the Western Front*

Aim: How does Remarque establish the theme in All Quiet on the Western Front?

Performance Objectives: Students will be able to:

- define theme
- define mood
- explain how mood helps establish the theme
- define symbol
- explain how symbols emphasize the theme
- identify the theme of All Quiet on the Western Front

Materials:

- Apple computer lab
- software: All Quiet on the Western Front by Media Basics Courseware
- book: All Quiet on the Western Front by Erich Maria Remarque

Do Now:

What is your opinion of the famous statement "War is Hell?"

Vocabulary: mood, setting, theme, irony, point of view, symbol

Motivation:

Give the class a copy of the following excerpt from the poem by Alan Seeger, "I Have a Rendezvous with Death":

> I have a rendezvous with Death
> At some disputed barricade
> When Spring comes back with rustling shade
> And apple blossoms fill the air--
> I have a rendezvous with Death
> When Spring brings back blue days and fair.
> It may be he shall take my hand,
> And lead me into his dark land,
> And close my eyes and quench my breath--
> It may be I shall pass him still
> I have a rendezvous with Death
> On some scarred slope of battered hill,
> When Spring comes round again this year.

After reading the poem ask the class how they would compare this poem to the book. Does the speaker in the poem have much hope of survival? Which lines tell you that? How is this similar to the soldiers' attitudes in the novel?

Development:

(It is important that the class complete reading All Quiet on the Western Front before this lesson. The software that they will be using will help them achieve the aim of the lesson as well as prepare them for a final test on the book.)

1. Remarque issues a very important message or theme in this novel about war. What does theme mean? (Elicit - the main idea or basic meaning or message of a literary work.) Later in this lesson you will be asked to write the theme and also explain the plot elements that Remarque uses to establish this theme.

2. One of the most important plot elements in this book is mood. What is mood? (Elicit - the dominant emotion expressed such as hate, sorrow, happiness, etc.) Tell the class that they will be stating the mood after the computer activity.

3. Remarque uses several symbols. What is a symbol? (Elicit - a person, place, or object which has meaning in itself but stands for something else.) What is the American flag a symbol of? (Elicit - freedom.) Tell the class that they will be discussing the symbols after they have used the computer software.

4. Remarque's writing style in describing the setting, portrays a realism that would be hard to match. What is a setting? (Elicit - the time, place, and mood of a selection.) Find passages in the book that indicate effective style in describing the setting.

5. Part of the impact of the novel is the use of irony. What is irony? (Elicit - The outcome of events is contrary to what would be expected. Also the author says one thing but means another.) Can you think of examples in the book? NOTE: If students cannot think of irony at this time, wait until after the computer activity to discuss specific examples.

6. Tell the class that they will be using computer software before the class discussion on Remarque's use of plot elements and style to establish the theme of the book. They should take notes on the following topics while they are using the software:

    a. The mood
    b. The author's style in describing setting
    c. Examples of irony
    d. Symbols
    e. Effectiveness of first person narrative point of view
    f. The theme

7. Tell the class that they should load the program. Tell them that if they make a mistake, they will be given another clue and then a second opportunity to answer. If they still do not respond correctly, they will be shown the correct answer with an explanation. Tell them to read these explanations carefully. Bonus questions and points will be given to students who score high.

8. The options from the Main Menu that they will complete are:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

9. The suggested time for this activity is 25 minutes.

10. After the computer activity, divide the class into small groups. Discuss the topics listed in #6. Finally, have a large group discussion.

Summary:

1. What is a theme? What is the theme of the book?
2. What is mood? What is the mood of the story?
3. How does the mood establish the theme?
4. What is a symbol? What are some symbols and what do they mean? (Cherry blossoms, boots, Kantorek, Himmelstoss)
5. What is setting? What are some specific examples of language Remarque uses to describe the setting?
6. What is irony?
7. What are some examples of irony in the book?

Homework: Worksheet

Enrichment:

1. Write a composition on the idea that the military crushes a person's individuality and makes him or her conform. Cite examples from the book.

2. Write a composition explaining a quotation from the book - "A hospital alone shows what war is."

3. Write a composition describing Paul's realization that the Russians were human beings. Explain how it made him change.

All Quiet on the Western Front Worksheet

1. **What is the mood of the book?**

   What are some words that illustrate your answer?

2. **What do the following symbols mean?**
   a. Cherry blossoms

   b. Boots

   c. Kantorek

   d. Himmelstoss

3. **What is ironic about this quotation - "We are the Iron Youth?"**

4. **Cite specific examples of how the author appeals to the senses in his description of the setting.**

5. **What is your reaction to the statement upon Kemmerich's death - "There he lies now - but why?"**

6. **The theme of the book is "The stupidity and horror of war." Cite specific examples that prove this.**

7. **What is the significance of the statements "I do not belong here anymore" when he goes home and "This is where I belong" when he returns to the camp?**

8. **There is only one good thing that can be felt as a result of the war. Explain.**

9. **What is your reaction to the fact that Paul's knowledge of life is death? Explain.**

TOPIC: Theme of *The Pearl*

Aim: What is the effect of sudden wealth on a family?

Performance Objectives: Students will be able to:

- compare the happiness of the family before and after the pearl
- explain the pearl as a symbol
- identify irony in the book
- state the theme of the novel
- explain the book as a parable

Materials:

- Apple computer lab
- software: The Pearl by Media Basics Courseware
- novel: The Pearl by John Steinbeck
- a lottery ticket for a future drawing

Do Now: Write the name of the most valuable object you own.

Vocabulary: irony, theme, parable, symbol

Motivation:

(It is important that the class complete reading The Pearl before this lesson. This program is an excellent review before a final test on the novel. The students should have access to the book itself for reference.)

Hold up the lottery ticket for a drawing in the near future. Tell the class to imagine that they are the holder of the ticket and they have just heard that they won $8,000,000. How do you think it would change your life and the lives of your family? Would it bring complete happiness? Explain.

Develop a chart on the board:

WEALTH	
Disadvantages	Advantages

Development:

1. The novel The Pearl is a parable. What is a parable? (Elicit - a story with a moral.) Tell the class that when they have finished using the software they will be asked to discuss the moral of the story.

2. Tell the class that Steinbeck uses several examples of irony in his novel. What is irony? (Elicit - the outcome of the events are contrary to what would naturally be expected or hoped for. Also, the author says one thing, but means the opposite.)

   Tell the class to think back to the beginning of the novel to the scene where Kino is watching Juana fix corncakes at the break of dawn. How did he feel? (Elicit - happy, secure, warm, and comfortable with his family life.) Discuss how this was ironic. After the computer activity you will be asked to compare the happiness of the family before and after the pearl.

3. What is a symbol? (Elicit - something that stands for or suggests something else.) Another topic you will be discussing after using the

program is "What is the pearl a symbol for?"

4. The Pearl has a very important theme. What is a theme? (Elicit - the underlying thought or idea of the story) Tell the class that after the computer session they will be discussing and writing about the novel's theme.
5. The program The Pearl is self-booting. If the students make a mistake they will be given another clue and a second chance to answer. After that they will be shown the correct answer. Bonus questions and points will be given to those who answer the majority of the questions correctly.
6. Tell the class they will be taking notes when using the software so that when they are finished they will be prepared to write about the moral of the story, the pearl as a symbol, the author's use of irony to develop the theme, and the theme of the book.
7. Tell the class they will select the following options from the Main Menu:
   SECTION II - PART C - THINKING ABOUT THE STORY
   SECTION II - PART D - UNDERSTANDING THE AUTHOR'S LANGUAGE
8. The suggested time for this activity is 20-25 minutes.
9. Discuss the following:
   a. Compare the happiness of the family before and after the pearl.
   b. The moral of the parable (Elicit - The family is important and anything that jeopardizes it is not worth it.)
   c. The theme (Elicit - The sacrifices to maintain your soul can be deadly. Or, the hope for a better future is sometimes laden with jealousy and deadly traps.)
   d. The pearl as a symbol (Elicit - a symbol for all Kino's dreams and for a better life, especially for his son Coyotito.)
   e. Irony in the story (Elicit - His son Coyotito being mistaken for a "little coyote" and shot; a thing of wealth making him lonely and afraid of everyone; the once beautiful pearl looking "gray and ulcerous"; etc.)

Summary:

1. Was the family happy before the pearl? Explain.
2. Was the family happy after the discovery of the pearl? Explain.
3. What is a symbol? What is the pearl a symbol of?
4. What is irony? Explain the author's use of irony.
5. What is a theme? State the theme of the novel.
6. What is a parable? What is the moral of this parable?

Homework: Worksheet

Enrichment:

1. Write a paragraph explaining what you would give up for $1,000,000. Write another paragraph explaining what you would give up for $20,000,000.
2. Write a paragraph explaining how a thing you wanted "too much" brought you unhappiness.
3. Write a paragraph explaining the dangers of breaking out of accepted customs. Describe the life of a loner when he breaks out of a group.

The Pearl Worksheet

PART I. In this assignment you will be making a list of what Kino's and Juana's hopes were after the discovery of the pearl.

KINO'S HOPES	JUANA'S HOPES
1	1
2	2
3	3

PART II. Complete the following sentences:

1. Kino's hopes because of the pearl were not realized because ____
____

2. Juana's hopes were not realized because ______________________
____

3. The doctor would not treat their baby Coyotito for the scorpion bite because ______________________________

PART III. Answer the following questions using complete sentences:

1. What did Kino do to Juana when she said, "Let us destroy it before it destroys us?"
____
____

2. Does Kino's personality change after he possesses this valuable pearl? How?
____
____

3. Why was Kino trapped like a wounded animal? ____________________
____

4. Why was his own brother Juan Tomas afraid to keep him for more than a night? ______________________________
____

5. Why did Kino feel giving up the pearl would be like giving up his soul? ______________________________
____

PART IV. Write a paragraph on the following topic. Use the back.

Kino said that because of the pearl, his son would be able to read books, write words, and write numbers. Because of these things, they would be free. What did he mean? In your paragraph also discuss how education can make a person free.

TOPIC: The Influence of Technology - *Brave New World*

Aim: What were the positive and negative influences of technology in Huxley's Brave New World?

Performance Objectives: Students will be able to:

- recognize the positive influences of technology in the novel
- recognize the negative influences of technology in the novel
- explain what Huxley is satirizing
- cite examples of how our society is similar to the one in the novel

Materials:

- Apple computer lab
- software: Brave New World by Media Basics Courseware
- novel: Brave New World by Aldous Huxley

Do Now:

Are test tube babies a positive or negative aspect of life today? Explain your answer.

Vocabulary: satire, technology, totalitarianism, hedonism

Motivation:

(It is important that the class complete the reading of Brave New World before this lesson. This program is an excellent culminating activity as well as a review for a final test on the novel.) What is technology? What are some examples of recent technology in our lives? (Elicit - computerized banking, test tube babies, space shuttle, etc.) How have our lives been affected by it?

Development:

1. Elicit from the class that Brave New World is a book about technology, and that in order to enjoy the advantages of this technology, the citizens of London had to give up something. What? (Elicit - freedom) What does freedom mean? Why don't the citizens of London in Huxley's novel have freedom?

2. The citizens of London were ruled by a totalitarian government. What is totalitarianism? In what respect was the government totalitarian?

3. What is a satire? (Elicit - a literary work holding human vices up to ridicule or scorn). What is Huxley satirizing? (Elicit - technology of our current Western civilization)

4. What is hedonism? (Elicit - pleasure and happiness are the chief goals in life.) How is Huxley's London an example of a hedonistic lifestyle? What are some advantages and disadvantages of it?

5. Have the students write the following in their notebooks:

INFLUENCES OF TECHNOLOGY
Positive Negative

6. Tell the class that they will be using a program that will help them make a list of the positive and negative influences of technology in the novel. Mention that the software will also prepare them for a final test on the book. As they use the program they are to take notes to complete the chart. A class discussion will follow the completion of the computer activity.

7. The program Brave New World is self-booting. Tell the students that if they make a mistake when answering a question, they will be given another chance with a hint to help answer correctly on the second attempt. If they still do not answer correctly, they will be shown the correct answer. Bonus questions and points will be given to those students who answer the majority of the questions correctly.

8. The options from the Main Menu that they will complete in this lesson are the following:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C

9. The suggested time for this activity is approximately 30 minutes.

10. Upon completion of the software activity, make a class chart on the board. Thoroughly discuss the students' responses. (Refer to #5.)

11. What is Huxley satirizing? Is he correct? Is our society becoming more and more like the one in the book? Give examples.

12. Discuss the following: "We must pay a price for everything" as it relates to this book. (Elicit - the people had to give up their freedom for happiness.) Discuss some of the important things the people had to give up.

Summary:

1. What is technology?
2. What are the positive influences of technology in the novel?
3. What are the negative influences of technology in the novel?
4. What is Huxley satirizing? Give examples.
5. What did the people give up for happiness?
6. How is our society similar to the one in the novel?

Homework: Worksheet

Enrichment:

1. Write a paragraph telling how we can avoid becoming like the people in Brave New World.
2. Brave New World predicts the future. Write a paragraph explaining whether you agree or disagree.

Brave New World Worksheet

Part I. Decide whether the following are negative or positive influences of technology in Brave New World. Circle either positive or negative and complete the sentence telling why.

1. The caste system is a (positive/negative) influence of technology because ____________________

2. The worshiping of Henry Ford is a (positive/negative) influence because ____________________

3. The use of soma is a (positive/negative) influence because ____________________

4. Doing away with childbirth is a (positive/negative) influence because ____________________

5. The decanting of babies is a (positive/negative) influence because ____________________

6. Helicopters taking the place of cars is a (positive/negative) influence because ____________________

7. The disregard for moral and ethical values is a (positive/negative) influence because ____________________

8. Hedonistic comfort is a (positive/negative) influence because ____________________

9. The Bokanovsky Process was a (positive/negative) influence because ____________________

10. The callousness of people toward death was a (positive/negative) influence because ____________________

Part II. Explain the reasons for the downfall of the following characters using complete sentences:

1. John, the Savage
2. Bernard
3. Linda
4. Lenina

TOPIC: Family Love in *Sounder*

Aim: How can the love of a family help young people overcome bad times and grow into loving adults?

Performance Objectives: Students will be able to:

- explain the bad times the family members in Sounder had to endure
- identify the ways each family member responded to the bad times
- state the different ways that love was demonstrated in the story
- list the events that helped the boy become a loving adult
- explain how Sounder and the father had similar experiences

Materials:

- Apple II computer
- paperback copies of the book Sounder by William H. Armstrong
- software: Newberry Winners: Sounder, by Sunburst Communications, Inc.

Motivation:

Students should already have read Sounder. Copies of the book should be available for reference.
Place the following on the chalkboard:

"The Bill Cosby Show"
"Family Ties"
The Color Purple
Sounder

Why do people like these TV shows, movies and books so much? What things about these shows, movies, and books are the same? What things about them are different? Why do people like to hear, read, and see stories about other families? In reviewing the student responses, elicit from them that loving families are important to all people, and be sure that students understand the relationship between family love and growing up to be a loving person.

Development:

1. On the board write some of the problems that families in urban areas face today (drugs, crime, poverty, etc.). Have students give suggestions about how families successfully cope with these difficulties. Challenge the students to determine if the family love of the country family in Sounder, is anything like the family love of a city family nowadays.

2. Review students' responses and tell them that the book and the program they are about to use will help them learn how family love helps people through bad times. Advise them that the computer program will also allow them to interact with the computer to check on their understanding of what they have read.

3. Remind students of the correct method for handling disks and tell them to insert the disk #891 - Newberry Winners: Sounder, into drive "A". Students should turn on the monitors and computer power. The program is self-loading.

4. There is a menu displayed at the start of the program, so instruct students to start with the first section of the program and go through each of the succeeding sections.

5. The computer-directed instruction is composed of comprehension questions, a synonym puzzle, a sequence activity, and a crossword puzzle. The program gives instructions for each section and will provide a printout of the score achieved by a student. A story guide included with the program also provides instructions for the student to read. An instruction manual provides information about the use of the program for the teacher.

6. Direct the students to complete the entire book and the disk, so that they gain an understanding of the family relations concepts which they provide.

7. Allow students a reasonable amount of time to complete the computer-directed activity. Suggested time is 30-40 minutes.

Summary:

1. How do different families cope with different kinds of bad times in their lives?
2. What are some of the ways that different families show love for each other?
3. Who is responsible for bringing love into a family?
4. Why is it sometimes very hard to be a loving person?
5. How did Sounder teach his family about love?
6. Why did the boy's mother trust the boy to go looking for his father?
7. What made the teacher take the boy into his house?
8. What helped the boy's father to survive the prison and the injury that he received there?

Homework:

1. Watch a family TV show of your choice.

2. Compare the family on the show with the family in *Sounder*.

3. List some of the ways that the families are the same and some of the ways that the families are different. What conclusions can you draw from your data?

Enrichment:

Read another book from the following list:

Bridge to Terabithia by Katherine Paterson
The Cricket in Times Square by George Selden
King of the Wind by Marguerite Henry
The Witch of Blackbird Pond by Elizabeth Speare

Make notes about the family in the new book and the family in *Sounder*. Write a paragraph which compares the hardships and the responses to these problems in each book.

TOPIC: Importance of Games and Rules in *Alice in Wonderland*

Aim: What is the importance of games and rules in Alice in Wonderland?

Performance Objectives: Students will be able to:

- develop an understanding of the need for rules
- understand the importance of rules in their own lives
- list the story parts in Alice in Wonderland that show a lack of rules
- understand sequence of events
- understand cause and effect
- predict outcomes
- compare/contrast Alice's feelings

Materials:

- Apple II computer lab
- software: Alice in Wonderland by HRM software
- class set of Alice in Wonderland by Lewis Carroll

Motivation:

Students should have read Alice in Wonderland previously and copies should be available for reference.
Give the students a group game that they are not familiar with and tell them to play it. Do not give any other directions and do not answer any questions about the game. When the game is "finished", ask the following questions:

How did you play this game?
What problems arose? Why?
Did you enjoy playing this game? Explain.
How might this game have been more enjoyable?
(Elicit the answer that rules would have made the game more enjoyable.)

Development:

1. Ask the students how Alice's journey through Wonderland relates to this game. (Elicit that Alice found herself in similar situations as a result of a lack of rules in Wonderland. For example, Alice couldn't finish her game of croquet because the Queen kept changing the rules.)

2. Tell the students that the program they are about to use will enable them to take the role of Alice as she explores Wonderland. How they proceed will depend on the choices they make.

3. Students load the program. Tell them to press RETURN. They are now asked if they would like sound. Instruct the students to use the arrow keys to highlight YES or NO, then press RETURN.

4. The students are now asked if they want to restore a previous game.

   (NOTE: During the game, the students are given the option of saving their work in order to continue the game at another time. Complete directions for doing this are given in the accompanying software manual.)

   Instruct the students to highlight NO, then press RETURN.

5. The first screen appears. On the bottom of the screen, there are two sets of words on two lines. Instruct the students to use the left and right arrow keys to highlight one word from each line describing the action they would like Alice to take. Then press RETURN to see the computer's response to their selection.

6. After the computer's printed response message appears on the screen, the students must press RETURN to continue.

7. Halfway through the program, the students will be asked to turn the disk to side two to continue.

Summary:

1. Why is it important to have a set of rules when playing games?
2. Which characters in Alice in Wonderland have a set of rules that remain constant throughout the story? Which characters' rules change?
3. Why do we need rules in our own lives?

Homework:

Make a list of some of the problems Alice faced because of changes in rules. Include the cause for each problem. Change Alice's actions in each situation to effect a more favorable outcome.

Enrichment:

1. Compose your own game with your own set of rules.

2. Explain what would occur if your school dropped all rules for a day.

TOPIC: Dehumanization - *The Diary of Anne Frank*

Aim: How does war affect ordinary people?

Performance Objectives: Students will be able to:

- define dehumanization
- explain the "little wars" within the Secret Annexe
- explain the effects of the war on the Jews
- explain the effects of the war on the Dutch
- explain how the effects of the war dehumanized ordinary people

Material:

- Apple computer lab
- software: The Diary of Anne Frank by Media Basics Courseware
- book: The Diary of Anne Frank

Do Now:

Did you ever have a relative who had to fight in a war or who was living in a country where a war was being fought? What have you been told about this person and his or her situation in the conflict?

Vocabulary: dehumanization, autobiography

Motivation:

Why do nations fight wars? (Elicit - desire for more territory, self-defense, power, greed, preservation of one's political system, racism, etc.) For which of these reasons would you be willing to fight? What would happen if no one fought for the United States?

Development:

1. What does dehumanization mean? (Elicit - to strip a person of the qualities and personality that make him human) What are some of these traits that make a person human? (Elicit - a desire for freedom, a need to work, the ability to enjoy nature and laughter, etc.) How can a war strip a person of these? Were Anne and the others in the Annexe stripped? How?

2. This book is an autobiography. What is an autobiography? (Elicit - an account of a person's life written by the person.) How does the fact that this book is an autobiography make the reader sympathize with Anne more?

3. Tell the class that there was a war going on outside the Annexe, but also a war inside the Annexe too. How could there be a war inside? (Elicit - the people in the Annexe exhibited similar characteristics as nations fighting. For example, desire for more territory, greed, power, etc.)

4. Write the causes of war on the board:

   Desire for more territory
   Self defense
   Power
   Greed
   Preservation of one's political system
   Racism

5. Tell the class that they will be analyzing and discussing how these causes apply to the wars inside and outside the Annexe. Tell them that they will be using computer software to help them. Mention that while using it, they will also be reviewing for the final test on the book.

6. Tell the class that they will be taking notes on the following:

   The effects of the wars inside the Annexe
   The effects of the war on the Jews outside
   The effect of the war on the Dutch

   They are to write down examples of each for a class discussion.

7. Tell the class to load the program. If they make a mistake when answering the questions, they will be given another clue and a second chance to answer. The correct answer and an explanation will then be given. Bonus points will be given for extra questions to those individuals who answer most of the questions correctly.

8. The options from the Main Menu that they will complete are:
   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

9. Suggested time for this activity is 25 minutes.

10. After the computer activity, have a class discussion on the three topics. Also discuss how the war was dehumanizing.

Summary:

1. What does dehumanization mean?
2. What were some of the little wars within the Secret Annexe?
3. What were the effects of the war on the Jews?
4. What were the effects of the war on the Dutch?
5. How did the war dehumanize ordinary people?

Homework: Worksheet

Enrichment:

1. Do a research report on the Holocaust.

2. Anne was taken to a concentration camp and eventually died there. Imagine that she was able to continue writing her diary there. Write several entries.

3. Imagine that Anne escaped and came to the United States. Write several diary entries about her life here.

4. Write a composition explaining how you would have reacted to having to live in the Secret Annexe.

The Diary of Anne Frank Worksheet

PART I - Cite wars within the Annexe that proved the following:

1. Childishness -
2. Adults' attempts to dominate children -
3. Distrust -
4. Chronic complaining -
5. Selfishness -
6. Territoriality -

****

PART II - Cite examples of what Anne says about the following:

1. The concentration camps
2. Anti-Jewish laws
3. The Jews being rounded up
4. The march of death
5. Miep's fears
6. Cruel German policies
7. Dutch turning in Jews
8. Illness and starvation

****

PART III - Read the following excerpt from Anne's diary. Do you agree or disagree with her? Explain.

> "Yes, why do they make still more gigantic planes, still heavier bombs and at the same time, prefabricated houses for reconstruction? Why should millions be spent daily on war and yet there's not a penny available for medical services, artists, and for the poor people?"

****

PART IV - Write a paragraph discussing the following question:

Have we learned a lesson from past wars?

VI.

CORRELATING SOFTWARE WITH THE NOVEL: FAHRENHEIT 451

TOPIC: Introduction to *Fahrenheit 451*

Aim: How might someone who has violated a law he/she believed to be unjust be described in a "Wanted" poster?
In what ways might the hunters of such a "criminal" be classified as a group?

Performance Objectives: Students will be able to:

Critical Thinking:
- adapt different points of view
- use roleplay
- work with simulations
- apply a given principle

Language Arts
- work with two creative formats
- isolate relevant details
- express different points of view using different creative writing formats
- paraphrase, sequence, and effectively communicate a given story or body of narrative information

Materials:

- Fahrenheit 451 Clue Book by Trillium
- Fahrenheit 451 text by Ray Bradbury (optional)

Motivation:

Tell the students the following: Your name is Guy Montag. You are living in a society of the near future in which the reading of all books is outlawed. You are part of the fireman unit whose job is to start fires to burn all books still possessed by lawbreakers. Your unit, the 451 Corps, is pledged to hunt down all subversives who still try to study books or hide books.

You have begun to read books and like them. You want to read more. What do you do?

Give students 3 minutes to jot down how they might resolve this dilemma.

Development:

1. Have students share what they might personally do to resolve this dilemma.
2. Next tell the students that Guy Montag decided to quit the 451 Corps because of his objections to their work. Ask them what would happen to Guy, given their knowledge of his society. Elicit: He would be in violation of the law; he would be jailed.
3. Ask the students what would happen if Guy opts to run from the law and refuses to serve his jail term. Elicit: He will become a fugitive in his book-burning society.
4. Tell the students that the Fahrenheit 451 Corps, New York Division, have put out a wanted poster for Guy. Give them the following format for such a poster:

Name of Suspect:

Wanted for the Crime of:

Among his characteristics are:

We fear that he will:

Reward offered:

(This format is in part based on documentation which accompanies the software.)

Challenge the students to use either their knowledge of the actual literature text or their creative imagination, given the details supplied during the Motivation to fill in this wanted poster. Allow them to draw the fugitive and invent physical descriptive details for him as well. Give them 5-10 minutes as necessary for this task.

5. After the time is up, have the students share and compare the various wanted posters they come up with.

6. Next, have the students take Guy's place and write a fugitive's description of the characteristics of the 451 Corps he once belonged to and has now betrayed. Tell them to use their knowledge of the text or add imaginative details to the information supplied in class to fill out the following characteristics profile of the 451 Corps:

   Slogans/Sayings to live by: (list at least 2)

   Rules of organization about books, readers, and reading as an activity (develop 3)

   Outfits:

   Goals/Objectives:

   Weapons:

   Give them 5-10 minutes for this task.

7. Allow the students to share their 451 Corps profiles with one another.

Summary:

1. If Guy decides to become a reader of books and refuses to obey his society's rules about books, what will happen to him?
2. How would Guy's decision be conveyed in a wanted poster format designed by the 451 Corps?
3. Assuming that Guy on the run from his society meets others who share his love of books, how might he profile the 451 Corps?
4. In a society run by people who think like Guy, what would happen to those dedicated to burning books like the 451 Corps? Elicit: they would be the outlaws.

Homework:

Create a story in which you tell what happens to the fugitive Guy Montag. Is he caught? Does he escape? If he does, where does he go and what does he do?

Enrichment:

Compare and contrast your wanted poster with some from the FBI and Post Office. Add or invent other missing details.

TOPIC: Integration of Story Elements into the Design of the Clue Documentation and Equipment Necessary for Using Software

These lessons are to be used sequentially. With the second lesson, the student begins using the software and specifically compares/contrasts the poster and 451 Corps material he/she designed with that used in the software.

Aim: In what ways might we go back to the book to check the elements from the book the software creator and book author Bradbury incorporated into his game?

Performance Objectives: Students will be able to:

Critical Thinking:
- compare and contrast two commonly-based bodies of information
- analyze and make inferences about the design of a given body of information
- draw reasonable conclusions from available evidence
- given available evidence predict probable outcomes or products
- isolate relevant details

Language Arts:
- apply critical and inferential reading skills
- compare and contrast two texts - that of the software and that of excerpts of the novel
- isolate relevant details
- anticipate given text and game formats vocabulary/word lists
- extract relevant vocabulary

Materials:

- Apple II computer lab
- This lesson should involve the text of the novel Fahrenheit 451 as well as the software, developed by Trillium
- printouts of the software wanted poster and 451 Corps profile

Motivation:

Have students share their stories of Guy's adventures as a fugitive. Then show them the wanted poster and 451 Corps history included in the software. Challenge the students to take 3-5 minutes to examine this material and come up with a list of the ways in which it compares and contrasts with what they developed in the previous introductory lesson.

Development:

1. After the 5 minute time limit is up, ask the students in what ways the poster developed is similar to what they produced. Chart on the board the similarities. Have each student note for him/herself the extent to which he/she correctly anticipated the outcome (predicted) in the documentation designed for the game. Make sure the student notes whether he/she and their classes have studied the novel.

2. Chart the differences in vocabulary/tone/and style between the student-produced work and the Bradbury-designed materials. List these on the board.

3. Ask those students who are familiar with the text or those students who have studied the book to tell how true to the book this description is. You might also read parts of the text or introduce selected excerpts for purposes of comparison to the software at this point of the lesson.

4. Read the students descriptions in the text which detail the role of the Firemen or the Fahrenheit 451 Corps (in the the book, 451 is the badge number on Montag's helmet, not the name of the whole corps). Then ask the students to compare and contrast this material with the documentation profile of the Corps they designed. Give them 5-10 minutes as needed to do this. Be sure you include headings on the Mechanical Hound as well.

5. After 5-10 minutes, have the students tell the ways in which the profile complements and sums up the text material. Ask them what elements, if any, Bradbury added to the text. Invite them to speculate why the author might have added these elements.

6. Ask the students to what extent familiarity with the book in the case of this software might indeed help in using/playing the game. List their observations.

7. Tell the students that the game has an Underground Communication System Word List. Ask them what kinds of nouns, verbs, functional commands and miscellaneous terms they might expect to see on their word lists. Give them 3-5 minutes to develop a mini 25 word Underground Communication System Word List.

8. Have one or two lists shared.

Summary:

1. To what extent did you personally anticipate the poster and profile used in the game?
2. Why did you successfully predict its format or why were you unsuccessful at predicting its format?
3. To what extent did having read the text of the book help you with the game documentation? Why?
4. What elements does Bradbury seem to have changed for the software? Why might he have made these changes?
5. How does reading parts of the book help you with the equipment for the software?

Homework:

Ask students to develop a 75 word Underground Communication System word list for the software. You might give them an assignment to read sections of the book to extract relevant words. Include in their lists Nouns, Verbs, Functional Comments, and Miscellaneous (parts of speech).

Enrichment:

Screen Truffaut's film of this work to compare and contrast his visual and verbal depiction of Montag and the corps.

TOPIC: Software System Word Lists

Aim: How might we compare and contrast the Underground Communication System word list we created with the actual word list used in the software?

Performance Objectives: Students will be able to:

Critical Thinking:
- compare and contrast two separate data bases
- evaluate the effectiveness of each for stated game objectives
- demonstrate use of a given principle through application
- form judgments based on evidence available

Language Arts:
- compare and contrast vocabulary used in the text to that of the game
- draw reasonable conclusions on the basis of texts studied
- use word list to effectively work with the software
- evaluate the success of the author in transferring his particular language to the needs of the software form
- articulate and review the documentation of this software

Materials:

- Apple II lab
- Clue Book of Fahrenheit 451 - Text of the novel (This lesson should be taught when the students are actually using the software and should be reserved for those students who have studied the novel or possess the interest and ability to read it on their own - especially suited for above average intermediate or high school students.)

Motivation:

Have one or two students present their 75 word Underground Communication lists. Direct them to explain in detail their choices and phrases based on their analysis of the book. Allow 5-10 minutes for this activity.

Development:

1. Direct students to start software and examine the Underground Communication System word list provided. Ask them to individually compare and contrast the lists they created with the one in "Notes From the Underground."

   Alternative approach depending on student response to homework assignment in previous lesson or on student ability to create their own word lists - create possible word list (limit to 35 words with the class to be used in comparison with the word list used in the software for this step.) Give the students 5-10 minutes as needed to review and compare/contrast their own/class-generated word list with that developed by Bradbury.

2. After the time for independent review, allow the students to share their comparisons. Elicit and list on the chalkboard those words which "surprise" the students and those which they correctly anticipated.

3. If the whole class designed an anticipated word list have the students design at least 10 communications related to the story which utilize their list or have the students design 10 communication statements from their individual anticipated word lists. Give them 5-10 minutes as needed to do so.

4. After the individual statement formulation time is up have the students share the statements they developed. Put some of them using the student-designed Underground Communication System word list on the board.

5. For the rest of the lab session have the students use the software and work their way through the game. Request that as they "play" the game they keep track of effective Underground Communications in a separate work sheet.

6. Two or three minutes before the end of the session, ask the students to share the communication statements which moved them forward. Have some of these listed on the board.

Summary:

1. In what ways was the Underground Communication System Word List you created alone (or the class as a whole created) similar to the one actually used in the software?
2. How did the list you created (or the class created) differ from the one used in the software?
3. To what extent did your preparation of such a word list and preparation of communications using that list help you with the software? Explain why it did or did not help you.
4. How predictable were some of the words on the list given your examination of the rest of the book? Which expressions surprised you? Explain why.

Homework:

Review the software game as an independent game by detailing why you personally enjoyed playing it or why you personally did not enjoy playing it.

Enrichment:

Read the book which inspired the game. Tell what elements of the book Bradbury chose to highlight in the software. Explain why Bradbury might have decided to highlight these aspects of the book in his software design.

TOPIC: Comparison of Software with Text Inspiration

Note: (FOR THOSE STUDENTS WHO HAVE STUDIED OR READ THE TEXT ONLY) Since Fahrenheit 451 is a popular secondary school text which also relates to the current event topic of censorship and first amendment rights, use of this software unit offers a unique mutually enriching collaborative opportunity for both the computer teacher and the English teacher...in addition the fact that Truffaut the French director did a film of this work using Julie Christie and Oscar Werner offers another media comparison format to truly enhance this exercise in comparative media versions of a given text!)

This lesson could take two or more lab sessions.

Aim: In what ways did Bradbury change the plotting or characters of his book when it was adapted to software format?

Performance Objectives: Students will be able to:

Critical Thinking:
- compare and contrast two formats
- isolate relevant details
- identify and record similarities and disparities
- compare and contrast
- categorize information
- sequence plot developments
- follow directions
- draw reasonable conclusions based on data given
- formulate/articulate problems
- maintain records
- develop alternative strategies as viable solutions

Language Arts:
- apply critical and inferential reading skills
- demonstrate visual literacy
- compare and contrast two different texts
- take notes
- isolate relevant details
- organize relevant details into given note categorizes
- recognize and record plot deviations, additions or deletions
- demonstrate understanding of character through analysis of character depiction

Materials:

- Apple II computer lab
- Fahrenheit 451 software Kit, by Trillium
- printouts or sharing of clue book if necessary

Motivation:

Tell students they are to put themselves literally into the rich, highly successful Mr. Ray Bradbury's shoes. Trillium, the software design corporation has just contacted you and asked that you adapt your novel Fahrenheit 451 to software format. You are both a fine text writer as well as a computer buff. What problems might face you in designing software for your text? What features must you incorporate into your software design which were not required by the book format?

Give the students 3-5 minutes to jot down responses and ideas suggested by both these questions.

Development:

1. Ask the students to share the problems they as readers of Bradbury's text feel there would be in adapting this text to the software format. List their responses under the heading: PROBLEMS IN ADAPTING ORIGINAL TEXT on the chalkboard.

2. Next, ask the students given both their knowledge of the original printed text and their familiarity with software game formats, to tell what features Bradbury would have to insert or modify in his original book text to make this text work successfully as a piece of software. Elicit as many suggestions from student discussion as possible. List these on the board under the heading: SOFTWARE DESIGN SUGGESTIONS.

3. Tell the students that they will now have Lab time (may vary from 1 to 2-3 periods depending on teacher's discretion) to play the software. Ask however that as they "work through the game," they keep in mind both the potential problems and software suggestions they evolved for adapting the original text to the software format.

4. Ask the students how they might best keep track of the modifications that were actually made in the Bradbury text. Elicit: take notes of specific details. Challenge the students to come up with their own note-recording format which will allow them to "capture" all the key details as they play. Develop from their comments or facilitate them to a format which is somewhat like this one:

	TEXT	SOFTWARE
SIMILARITIES		
DELETIONS (Plot) (Characters)		
DEVIATIONS (Plot) (Characters)		
ADDITIONS TO ORIGINAL BOOK TEXT		

5. Be certain that students record the class-evolved chart in their notebooks. Then give them sufficient time to play through at least the opening screens of the game. 5-10 minutes as needed.

6. Stop the students in the midst of their "play." Have at least 3-4 of them share the results of their notetaking from the chart format developed in number 4. Make certain that other members of the class understand and are involved in notetaking.

7. Assign the students the rest of the period or more periods as needed to play through the software.

Summary:

1. Which of the problems we anticipated at the beginning of the lesson did Bradbury indeed solve in his software design?
2. How did Bradbury "solve" those problems?
3. Which of our "suggestions" for design did Bradbury take?
4. How did Bradbury realize this suggestion in his software design?
5. What similarities between the text and the software did we record?
6. What deviations from the plot or character list did Bradbury make?
7. What deviations or changes did he make in the plot or characters?
8. What additions did Bradbury make to the plot or characters?

Homework:

Ask the students to write Bradbury a note telling him how successful they as both readers of his original text and computer users of the software feel he was in adapting his software to the text.

Bradbury's address can be found in any edition "Who's Who" in your library. He does answer letters!

Enrichment:

Design your own software clue book using these formats for another Bradbury book.
Be sure to include a word list and other documents suggested by the plot in the clue book for your software.

TOPIC: Software Review Criteria (For Use With Original Text)

Aim: What guidelines or review criteria can we use to evaluate a software text game?

(This lesson can be infused as a regular LAB activity at the close of any text software exploration. The computer teacher may use it as both a form of student evaluation as well as a guide for the ordering/teaching of software in the LAB setting...The teacher of language arts can use this lesson to teach expository/persuasive writing necessary for one of the questions on both the PCT writing exam as well as the RCT writing exam...)

Performance Objectives: Students will be able to:

Critical Thinking:
- form judgments based on reasonable conclusions from available evidence
- generate guidelines/principles for evaluation
- apply given principles to a set piece of software (body of information)
- isolate relevant details
- maintain records
- argue persuasively for a given point of view
- support argument with relevant details

language arts:
- write a persuasive essay
- articulate and communicate a given point of view
- take notes
- organize notes
- list and incorporate supportive details for point of view into essay
- make a personal statement
- formulate and articulate a given point of view

Materials:

- Notes and handouts from previous lessons in this module or in any software module if this lesson is inserted at the close of other software modules

Motivation:

Ask the students how many of them enjoyed the software. List the number who raise their hands on the board. Then ask who did "not like" the software. List the number of students who raise their hands on the board. Now tell the students to write down their individual responses to the software. Specify that they should jot down the "reasons"/"feelings" they have about the software they used. Encourage them to take a full 3 minutes to let their feelings out on paper.

Development:

1. After the three minutes are up, ask the students to share their notes on why they like the software. List the items they mention on the board. Have as many of them present their lists as possible. Check items which are repeated by various students as they share their notes.

   Direct the student's attention to those repeated items. Have them circle those both on the board and in their notebooks.

2. Next have the students who did not like the software tell why. List the items they mention. Encourage as many of them as possible to share the reasons why they do not like the software. Check those items which are repeated by students.

   Direct the students' attention to those items which are repeated. Have them circled on the board.

3. Ask the students what they can learn from the items circled both in the "like" and "did not like" lists. Elicit: reasons/feelings of users which made the software successful or not for those specific users.

4. Next ask students what guidelines/review criteria (principles/ideas) they can derive from these lists of class likes/dislikes. Give the students 3-5 minutes as necessary to come up with principles drawn from listed "likes" and "dislikes." If necessary, give students one example derived from the lists before you allow them independent time to come up with list.

   Example: under "dislikes", took too long to play - not worth time
   Principle Guideline: Length of playtime/Satisfaction of time enjoyably spent

5. After the students have spent 3-5 minutes developing their own guidelines/principles based on their lists, have them articulate their principles by sharing them in class discussion.

6. List the principles/guidelines the students come up with on the board. Ask the students given review of the board list to suggest any other principles they might want to add based on their reactions to other pieces of software or standards for enjoying other pieces of software. Help the students to frame these in general terms and then add these to the list.

   At the end of the discussion, the software Review Criteria developed might follow this format or some other appropriate format which meets teacher/student needs.

7. Ask the students whether the responses they use to fill in this form can be judged right or wrong. Elicit "no" but need to be supported by details from the software design/clue book.

8. Ask students how they might use these sheets to write a review of the software. Elicit: use details to begin with an opening description or their overall evaluation as paragraph 1 and then use the other details to write paragraphs which support the position taken in paragraph one.

9. Ask students, to whom might these evaluations and reviews be useful other than the Computer teacher/English teacher and the students themselves.
   Elicit: to the software dealers and designers as tools to judge software success.

Summary:

1. What were some of the common responses we had, to why we liked the software?
2. What were some of the common responses we had, to why we did not like the software?

3. What software review principles did we generate from our own likes and dislikes?
4. Can we say anyone is wrong in his/her opinion of software? Why or why not?
5. What errors can we find in a specific favorable or unfavorable software review?
6. For what individuals in and out of the school lab might software reviews be helpful? Why?

Homework:

Write a three to five paragraph review of the software you have just tried. Be sure to consider its audience and the degree of success you feel it would have with that particular targeted audience.

Enrichment:

Send your review to the Software Company with an accompanying letter making suggestions for improvement of this product or praising the product.

Software Review User Evaluation Sheet

Title of Software:

Company: Computer:

Number of disks:

Length of time to play: __________ sufficient ________ too long __________

too quick __________

Difficulty of game/activity: insufficient to maintain interest ______

too difficult _______ too easy _______

sufficient to interest but not insult ___________

Challenges you to ____

Clue Book/Documentation/Text necessary to read as you play __________________

Interesting because ____

Useless because ____

Unnecessarily complicates the game by _______________________________

Adds to the excitement of the game in that ___________________________

Graphics/text of game_________ exciting __________ dull _________
too difficult _________ could have been better if ___________________

End emotion/feeling after through ___________________________________

Enjoyed because ____

This software was a waste of my time because _________________________

Suggested audience/users for this software ___________________________

Overall evaluation of this software for me ___________________________

For other users ____

Use extra sheets to add further information/reaction as needed.

Name of Reviewer ______________________ Class ______ Teacher ____________

VII.

TALES, MYTHS AND FABLES

TOPIC: Greek Mythology - Background I

Aim: What are the similarities and differences between the Greek gods and goddesses and the ancient Greek people?

Performance Objectives: Students will be able to:

- compare the physical appearance
- compare the dress
- compare the rule
- compare the attributes they held sacred
- compare the things they deemed important
- compare the frailties
- compare the lifestyle
- compare the power of ancient Greeks and their gods and goddesses

Materials:

- Apple computer lab
- Greek Mythology, Disk 1, by Teach Yourself By Computer Software

Do Now:

When someone says, "He looks like a Greek god," what is meant?

Vocabulary: ancient, attributes, frailties, lifestyle

Motivation:

Has anyone ever been to Rockefeller Center? Have you ever noticed a statue down by the skating rink? Did you know he was a character from Greek myth? What is his name? (Elicit - Prometheus.) There is another statue of a man holding up the world. What is the name of that Greek mythic character? (Atlas) Where else have you seen or heard names of Greek and Roman gods, goddesses and mythic figures? (Elicit - Midas Muffler, Valentine's Day Cupid, Mercury automobile, etc.)

Development:

1. What does the word ancient mean? The stories you are about to read are about the Greeks of approximately three thousand years ago.

2. You will be using a piece of software that will teach you about some of the Greek gods and goddesses. Do you know where their home was? (Elicit - Mt. Olympus.) Who was their ruler? (Elicit - Zeus.) In this program, you will be learning about Zeus, his parents, his brothers, and his sisters.

3. What do you know about the people of ancient Greece? Luckily, we have statues, art, and stories that can help us learn about them. The gods and goddesses they created were very similar to them. Yet, in many ways they were extremely different.

4. As you read the stories and answer the questions in the program, you will be making a list so that after you have finished the computer activity you will be able to discuss the similarities and differences between the people of ancient Greece and the Greek gods and goddesses. Compare them in the following ways:

a. Their physical appearance
b. Their dress
c. The ruler
d. Attributes they both held sacred
e. Things they felt most important
f. Frailties they possessed
g. Powers they had
h. Their lifestyles

What is an attribute? (Elicit - a characteristic)
What is a human frailty? (Elicit - a fault)
What is a lifestyle? (Elicit - a way of living)

5. After the students have loaded the program, they must enter their name when prompted. It is very important that the CAPS LOCK be in the down position.

6. The students should be prepared to take notes so that they can participate in a discussion on the similarities between the ancient Greeks and the gods and goddesses.

7. The students should choose the first option, LEARNING THE FACTS. After each screen is read, a question is asked. If the student does not answer correctly, the program branches to an alternate question about the same screen. When the students have completed the picture screens, they will choose the third option, TAKING A TEST. There are two alternate tests so that if you wish, the students can take both. After each test, a score is given and review screens are recommended. If the students want to see the review screens, they will choose the option REVIEWING THE PICTURES.

8. The recommended time for this activity is 30 minutes.

9. After completion, the class will discuss the list in number 4 and give examples of specific gods and goddesses and their behavior that prove each answer on their list.

Summary:

Comparing the ancient Greeks and their gods and goddesses:
1. How was their physical appearance similar? (Elicit - The gods and goddesses looked like the people, who often had deepset eyes, wavy hair, and straight noses.)
2. How was their way of dressing similar? (Elicit - Both wore flowing robes.)
3. How was their rule similar? (Elicit - Both had kings)
4. What attributes did they both hold sacred? (Elicit - Bravery, intelligence, beauty, ability to reason, etc.)
5. What things did they feel were most important? (Elicit - art, music, the family, winning wars, etc.)
6. What frailties did they both possess? (Elicit - jealousy, lust, etc.)
7. How was their lifestyle different? (Elicit - the humans had pain and grew old while the gods and goddesses never grew old, couldn't get sick, and were hardly ever hurt.)
8. What was the difference in their power? (Elicit - The humans had only human power while the gods and goddesses had magical powers and were thought to be able to control the weather and other natural forces.)

Homework: Worksheet

Enrichment:

1. Choose the god or goddess you found most interesting. Write an original myth with that god as the main character. Make sure to portray the god or goddess correctly.

2. Write a composition explaining whether humans are always the same or whether they change from country to country and from time to time. Include a comparison of the ancient Greeks to the typical New Yorker today. Explain in what ways you think they are different because they were born in a different place and time.

Greek Mythology - The Greeks and the Greek Gods and Goddesses Worksheet

PART I. On the blank, write T if the answer is true and F if it is false. If the statement is false, change it to a true one by crossing out the incorrect words and then adding the appropriate words.

_____ 1. Greek gods and goddesses looked like human beings.

_____ 2. The goddess of marriage was a jealous wife.

_____ 3. All the gods could use the thunderbolt.

_____ 4. Rhea saved Zeus' life because his father Cronus was going to throw him into the deep sea.

_____ 5. Poseidon, the god of the underworld, was moody and violent.

_____ 6. The Ruler of the Dead was grim, but not evil.

_____ 7. Every Greek family prayed to Demeter before and after each meal.

_____ 8. Aphrodite had a magic belt that had power to make all men and gods fly to Mt. Olympus.

_____ 9. Aphrodite was the only god or goddess not related to the others because she came out of the sand of the sea.

_____ 10. One of Zeus' jobs was to keep the other gods and goddesses from arguing with the humans.

PART II. In this activity you will make two lists. The first list will tell how each god or goddess was like a human and the second list will tell how the god or goddess was godlike.

	Like a Human	Like a God
1. Zeus		
2. Hades		
3. Poseidon		
4. Hera		
5. Aphrodite		
6. Hestia		
7. Demeter		

TOPIC: Greek Mythology - Background II

Aim: Who is included in Zeus' family?

Performance Objectives: Students will be able to:

- identify Mt. Olympus and the Pantheon
- explain how the universe was divided up
- explain Zeus' relationship with his wife
- identify Ares and Hephaestus
- identify Apollo and Artemis
- identify Athena and Hermes
- identify Aphrodite

Materials:

- Apple computer lab
- Greek Mythology, Disk II, by Teach Yourself By Computer Software

Do Now:

How did the name of the Olympics originate?

Vocabulary: Mt. Olympus, Pantheon

Motivation:

(It is important that the class have read selections on Zeus and Hera, Ares, Hephaestus, Apollo, Artemis, Athena, Hermes, and Aphrodite. This lesson will allow the students to determine if they comprehended the information. It is also an excellent review before a test.)

Where is Mt. Olympus? (Elicit - in Greece) Why was it an important place to the ancient Greek people? (Elicit - it was the home of the gods and goddesses.)

Development:

1. Who was Zeus' father? (Elicit - Cronus) Who were his brothers? (Elicit Poseidon and Hades.) Why did Zeus and his mother, Rhea, get upset with Cronus' behavior regarding his children? (Elicit - he liked to swallow his children because he was told one of them would steal his crown.) How did the three brothers decide who would rule the empire? (Elicit - they threw dice and Zeus won. He got first choice and chose the sky.) Why did this make Poseidon happy? (Elicit - he knew that it was empty and Zeus had chosen it because it was high.) Why did Poseidon choose the sea? (Elicit - he thought it was the best place for adventures and secrets.) Since Hades was always the unlucky one, what was he left with? (Elicit - the underworld.)
2. Zeus and his wife had an unusual relationship. How was she related to him? (Elicit - She was his sister.) Why were they always quarreling? (Elicit - He was often unfaithful to her.) Since she was the queen of intriguers, she often tried to outwit her husband.
3. What was the Pantheon? (Elicit - All the gods and goddesses of Zeus' family; which included his wife, Hera, who was queen of the gods, his brother, Poseidon, who ruled the sea, his brother, Hades, who ruled the underworld, his sister, Demeter, who was the earth-goddess of growing

a. Their physical appearance
b. Their dress
c. The ruler
d. Attributes they both held sacred
e. Things they felt most important
f. Frailties they possessed
g. Powers they had
h. Their lifestyles

What is an attribute? (Elicit - a characteristic)
What is a human frailty? (Elicit - a fault)
What is a lifestyle? (Elicit - a way of living)

5. After the students have loaded the program, they must enter their name when prompted. It is very important that the CAPS LOCK be in the down position.

6. The students should be prepared to take notes so that they can participate in a discussion on the similarities between the ancient Greeks and the gods and goddesses.

7. The students should choose the first option, LEARNING THE FACTS. After each screen is read, a question is asked. If the student does not answer correctly, the program branches to an alternate question about the same screen. When the students have completed the picture screens, they will choose the third option, TAKING A TEST. There are two alternate tests so that if you wish, the students can take both. After each test, a score is given and review screens are recommended. If the students want to see the review screens, they will choose the option REVIEWING THE PICTURES.

8. The recommended time for this activity is 30 minutes.

9. After completion, the class will discuss the list in number 4 and give examples of specific gods and goddesses and their behavior that prove each answer on their list.

Summary:

Comparing the ancient Greeks and their gods and goddesses:
1. How was their physical appearance similar? (Elicit - The gods and goddesses looked like the people, who often had deepset eyes, wavy hair, and straight noses.)
2. How was their way of dressing similar? (Elicit - Both wore flowing robes.)
3. How was their rule similar? (Elicit - Both had kings)
4. What attributes did they both hold sacred? (Elicit - Bravery, intelligence, beauty, ability to reason, etc.)
5. What things did they feel were most important? (Elicit - art, music, the family, winning wars, etc.)
6. What frailties did they both possess? (Elicit - jealousy, lust, etc.)
7. How was their lifestyle different? (Elicit - the humans had pain and grew old while the gods and goddesses never grew old, couldn't get sick, and were hardly ever hurt.)
8. What was the difference in their power? (Elicit - The humans had only human power while the gods and goddesses had magical powers and were thought to be able to control the weather and other natural forces.)

Homework: Worksheet

3. The Greeks knew there was a mixture of good and bad in most people. Write a composition explaining how they created their gods and goddesses to be similar to them. Give specific examples.

4. Write an episode featuring one of the gods or goddesses of the Pantheon. Make sure his or her character is consistent with what you know about that god or goddess.

Zeus' Family - Greek Mythology Worksheet

PART I - Write the name of the appropriate god or goddess on the appropriate line.

Ares
Apollo
Athena
Aphrodite
Hera
Poseidon
Hephaestus
Artemis
Hermes
Zeus
Cronus
Hades

1. ________________ Zeus' wife and sister
2. ________________ Rose from the sea
3. ________________ Upholder of justice
4. ________________ Lord of the underworld
5. ________________ Zeus' father
6. ________________ God of music and light
7. ________________ Goddess of the hunt
8. ________________ Messenger god
9. ________________ Goddess of wisdom
10. ________________ Ruler of the sea
11. ________________ The blacksmith god
12. ________________ Loved battle and bloodshed
13. ________________ Sprang from Zeus' head
14. ________________ Used thunderbolts as a weapon
15. ________________ The goddess of marriage
16. ________________ Zeus had swallowed her mother as a fly

* * *

PART II - Stories about clever people have always been popular. Make a list of all the gods and goddesses you can think of to match these traits. You may also include any gods and goddesses you've read about in other lessons.

1. cleverness -
2. honesty -
3. laziness -
4. cruelty -
5. loyalty -
6. bravery -
7. selfishness -
8. wisdom -
9. foolishness -
10. greediness -

* * *

PART III - The Family Tree

1. Draw the family tree of the Greek gods and goddesses on a separate sheet of paper.
2. Draw your family tree. If necessary, have your family help you.

TOPIC: Greek Mythology - *The Odyssey* (The Struggle of Odysseus to Reach His Goal)

Aim: What are the obstacles that prevented Odysseus from returning home?

Performance Objectives: Students will be able to:

- compare interference and cooperation of gods and goddesses
- analyze why Odysseus is the heroic ideal
- define and pinpoint climax
- identify events which lead to the climax of this story
- define conclusion
- explain why The Odyssey is an epic

Materials:

- Apple computer lab
- software: The Odyssey by Media Basics Courseware
- story: The Odyssey by Homer

Do Now:

Why are the Sylvester Stallone movies featuring Rocky Balboa and Rambo so popular?

Vocabulary: hero, conflict, plot, climax, conclusion, epic

Motivation:

What makes you continue reading a story? If there were no suspense, would you want to read the story? Did you ever stop reading a book you thought you would surely enjoy? Why did you stop?

Development:

1. (It is important that the class have completed reading the epic, The Odyssey. This lesson can be used as a review for the final test. Copies of the story should be available for reference.)

   What is a hero? (Elicit - the main character of the story who usually possesses much strength and is admired.) What is conflict? (Elicit - the various struggles or confrontations the hero has; including those with other people, nature, the supernatural, and him or herself.) Tell the class that in a good story the hero is in a conflict that produces tension for the reader. This motivates the reader to finish the book. The hero usually seeks a goal, and is often prevented from reaching it. Odysseus is said to be a "heroic ideal." What do you think this means? Tell the class that The Odyssey is an epic poem. Ask them what that means. (Elicit - long, narrative poem recounting the deeds of a hero.)

2. What is the plot? (Elicit - series of related episodes.) Each obstacle that the hero has to confront to reach his goal is part of the plot. What is the climax of a story? (Elicit - the point at which the hero either reaches his goal or loses it once and for all.) The hero usually reaches his goal through hard work or ingenuity. If he does not reach it, it is usually because of some flaw in his character and he gains some insight from his failure.

3. What is the conclusion? (Elicit - the outcome, the end) Tell the class that the conclusion quickly follows the climax.

4. Ask the class why Odysseus' story is a perfect example of a conquering hero. Tell the class that they will use software that will help them review the story for a final exam. After the computer activity, they will discuss the many obstacles that Odysseus had to confront on his journey back home. They will be asked to trace the episodes in the plot to the climax, and also to keep track of which gods and goddesses were helpful and which were not.

5. The program, The Odyssey, is self-booting. If the students make a mistake they will be given another clue and a second chance to answer. After that, they will be shown the correct answer. Bonus questions and points will be given to those who answer the majority of the questions correctly.

6. Tell the class they will be taking notes when using the software, so that when they have finished, they will be prepared to discuss the events of the story.

7. Tell the class they will select the following options from the Main Menu:
SECTION I - RESPONDING TO THE BOOK - A, B
SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

8. The suggested time for this activity is 30 minutes.

9. After the computer activity, discuss the topics in #4.

Summary:

1. Which gods and goddesses helped Odysseus? How?
2. Which gods and goddesses interfered with his trip home? How?
3. Why is Odysseus the heroic ideal?
4. What are the episodes in the plot that lead to the climax?
5. What is the climax of the story?
6. What is the conclusion?
7. Why is the story an epic?

Homework: Worksheet

Enrichment:

1. Make a map of the journey of Odysseus with the major events labeled.

2. Odysseus had both admirable qualities and several weaknesses. Write a paragraph about his two sides.

3. Write a paragraph explaining obstacles you and/or your family have had to endure. Explain whether or not the goal was reached.

The Obstacles of Odysseus Worksheet

Answer the following questions.

1. Which god has he angered?
   Why?

2. Which goddess wants to help him?
   What does she request?

3. Who is the messenger god?
   What does he do for Odysseus?

4. Who is Telemachos?
   Why is angry?

5. Who is Penelopeia?
   What is the problem she is having?

6. What is Odysseus' homeland?
   What is happening in his absence?

7. Which god has him shipwrecked?
8. What is the obstacle involving Polyphemos?
9. Describe what happens with the cannibal Cyclops.
10. What do the Sirens do?
11. What happens with the Laestrygonians?
12. How do all his men get killed?
13. Who pities him and provides him with a ship?
14. Since he has heard of the suitors, who helps him with a disguise?
15. How does Penelopeia suggest that her suitors compete for her?
16. What does Odysseus do to the suitors?
17. Who helps Odysseus restore peace to the kingdom of Ithaca?

TOPIC: *Beauty and the Beast* I - (Moral)

Aim: How does a guilty conscience affect us?

Performance Objectives: Students will be able to:

- define guilty conscience
- understand the effect of a guilty conscience on the story's main character
- contrast Beauty's personality to that of a real-life person

Materials:

- Apple computer lab
- software: *Fairy Tales for the Primary School* by Orange Cherry
- book: *Beauty and the Beast* by Charles Perrault

Vocabulary: guilty conscience

Motivation:

Students should have already read *Beauty and the Beast*, and copies should be available for reference.
Ask the students if they have ever done anything that they knew was wrong.

What did you do?
How did you feel?
How did you behave as a result of these feelings?

Development:

1. Ask the students:
   In the story, *Beauty and the Beast*, what did Beauty do that she knew was wrong?
   How did she then feel?
   How did she behave as a result?
   What is your opinion of Beauty? Why?
2. Tell the students that the program they are about to use will help them with their understanding of the story of *Beauty and the Beast*.
3. Students load the program. The Main Menu will appear. Instruct the students to press #1, to select *Beauty and the Beast*.
4. Tell the students to read each screen and press RETURN to "turn" each page. Continue to do this until the story is completed.
5. At this point, the computer will instruct the students to press RETURN to answer some questions. Tell the students to read each question and press the appropriate number to select an answer.

Summary:

1. What is the meaning of a guilty conscience?
2. What does Beauty's need to go back to the Beast tell us about ourselves when we do something we feel is wrong?
3. There is a saying that "Beauty is in the eye of the beholder." How does this apply to the story?

Homework:

Analyze Beauty and the Beast in terms of the type of ending it had. Then change the ending to effect a different outcome. How would Beauty have felt?

Enrichment:

Choose a real-life person who would have an opposite personality from Beauty. Describe these differences. How would he/she have acted?

TOPIC: *Beauty and the Beast* II - (Sequencing Events)

Aim: How do you place the events of a story in the correct order?

Performance Objectives: Students will be able to:

- define sequence
- arrange events of a story in sequential order
- recognize and use transitional words
- differentiate between major and minor events

Materials:

- Apple computer lab
- software: Beauty and the Beast by Troll Micro Courseware
- book: Beauty and the Beast by Charles Perrault

Do Now:

Put the following list in the correct order:

push back covers
open eyes
go to school
get dressed
get out of bed

Vocabulary: sequence, minor event, major event

Motivation:

Explain: "You can't tell a book by its cover." Might this idea apply to humans and animals? Tell how.

Development:

1. NOTE: It is essential that the class read Beauty and the Beast before this lesson. The class should have copies of the story for reference.

   What is the difference between a major and minor event? Write the definitions of each on the board. (Elicit - major event is one of the most important things that happens in the story and minor event is a small detail of the story.) Ask the class to state a major event and a minor event from Beauty and the Beast. Tell the class that they should only be concerned with major events in this assignment.

2. What does sequence mean? (Elicit - the order of things or events) Tell the class that they will not only have to recognize the major events, but will have to place them in the right order or sequence.

3. NOTE: Prepare a rexo with the first four major events in the career of a student and/or professional, making sure that they are out of order. Prepare a second rexo with the next four events also out of order. Include transitional words such as beginning, next, then, and finally.

   Have the class sequence the first four events by writing the numbers 1 through 4 next to each event. Discuss the sequence. Ask the class if they noticed any words that might give them clues to the order. (Elicit - in the beginning, etc.)

4. Distribute the second rexo. Go through the same procedure of numbering and discussing.

5. Tell the class that they are going to get the opportunity to sequence the events in the book Beauty and the Beast.

   After the program is loaded, tell the class that when they need help they can press the letter H for the Help screen. If they want to turn off the sound, they should press the Control key and the letter O simultaneously.

6. The procedure for sequencing is the same as the prepared rexos. If, however, the students choose the wrong answer, the incorrectly numbered sentences will be marked wrong and the students can press Return and try again. When they have correctly sequenced the eight sentences, they will appear in the correct order accompanied by animated pictures.

7. Allow 10 to 15 minutes for this activity.

Summary:

1. What does sequence mean?
2. What is a major event? A minor event?
3. What were the major events in Beauty and the Beast in sequential order?
4. What are some important words that might give you a clue about the order?

Homework: Worksheet

Enrichment:

1. Divide the class into groups and have them write an episode of Beauty and the Beast. Have them prepare a short play depicting the major events in the story. If possible, videotape the plays.

2. Make up an original fairy tale. Use index cards to write the major events of the story. Challenge your classmates to place the cards in the correct sequence.

Sequencing in *Beauty and the Beast* Worksheet

PART I - Use the major events in the Beauty and the Beast TV show, or the book Beauty and the Beast and write the story in paragraph form. Try to include words like next, then, first, finally, etc. Use a separate sheet of paper or the back.

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PART II - Read the following and decide on the proper sequence. Write the numbers 1 through 12 on the blanks.

_____ They learn to stand up with support.

_____ Then, they roll over.

_____ Children go through several stages before walking.

_____ They walk upstairs with someone's help.

_____ First, they lie on their backs.

_____ Finally, they learn to climb stairs alone.

_____ Then they learn to roll over.

_____ After that they learn to crawl.

_____ They then stand alone.

_____ They start to creep.

_____ Next, they walk while holding on to things.

_____ Then they walk alone.

****

PART III - Write the correct sequence for one of the following topics using at least 8 steps:

Brushing your teeth
Making lemonade
Riding a bicycle
Making a peanut butter and jelly sandwich
Getting ready for a trip to the beach
Getting dressed

TOPIC: *Beauty and the Beast* III - Homophones

Aim: How do we know which is the correct word when two or more words sound the same but mean different things?

Performance Objectives: Students will be able to:

- define homophone
- list matching homophones
- identify correct homophones in *Beauty and the Beast*

Materials:

- Apple computer lab
- software: *Beauty and the Beast* by Troll Micro Courseware
- book: *Beauty and the Beast* by Charles Perrault

Do Now:

Use these words - there, their, and they're in sentences.

Vocabulary: homophone

Motivation:

Write the following on the board:

Bill walked ___ the pizzeria to buy ____ slices of pizza, one for himself and one for his little brother so that he could eat ____.

Ask the following questions: What words are missing in the blanks? (Elicit to, two, and too) When do you use to? too? two? Can you think of other words that sound the same, have different meanings, and are spelled differently?

Development:

1. Discuss the definition of homophone. (Elicit - Homophones are words that sound exactly alike, are not spelled alike, and do not have the same meaning.) Write the definition on the board.

2. Write the following list of words on the board and have the class think of a homophone for each word. They should write each set in their notebooks.

1. write -
2. hear -
3. meat -
4. where -
5. would -
6. sea -
7. son -
8. four -
9. won -
10. be -
11. red -
12. ate -
13. rode -
14. made -
15. knew -
16. mail -

When the class has completed their lists, have various class members orally give a sentence using each of the words.

3. Tell the class that some homophones are confusing. Ask them how they use these words: there, their, they're; your and you're. Help students to write a sentence with each of them.

4. NOTE: The following computer activity is to be completed after the class has read Beauty and the Beast.

   Tell the class that the program they are about to use will help them determine whether they understand homophones and also whether they remember the details of the story Beauty and the Beast.

5. The program is self-booting. Tell the class that they should use the following special keys:

   H - Help
   Control X - end of game
   Control O - turn sound on or off

6. Have students choose option 3, STEPPING STONES, by typing the number 3. If the students are playing with a partner, they will enter 2 for the number of players. If they are playing alone, they will enter the number 1 and then play against the computer. The students will indicate whether they want sound by typing Y for Yes or N for No.

7. Tell the class that the object of the program is to move along a path from one end to the other answering questions. The content of the questions will be statements from the story Beauty and the Beast. They will have to choose the correct homophone in each of the sentences.

8. The spacebar is used to spin the spinner, to move along the path, and to get the next question. When the statements appear, there will be a blank space for a homophone. The choices will be listed on the screen and students need only follow the directions. If the students are not sure of the procedure, the Help screen will list the rules.

9. Allow approximately 15 to 20 minutes for this activity.

Summary:

1. What is a homophone?
2. What are some of the homophones you used in the program? (Write pairs on the board)
3. How do you use each pair listed on the board?

Homework: Worksheet

Enrichment:

A. Divide the class into small groups. Make a card game for each group or have students make their own decks. Write each homophone on a separate card. Back with cardboard or oaktag. Have the students take turns drawing from each other. When a student has a pair, he or she cannot put them down unless correct sentences are given with each word.

B. Challenge the class to write as many sentences as they can think of using a set of homophones in the same sentence (example - Where will you go when you wear that new dress?).

Homophones in *Beauty and the Beast* Worksheet

PART I - Circle the correct word in parentheses to complete the sentence:

1. Paul can (sea, see) through the window.
2. I feel very (weak, week) when I am sick.
3. Ed likes to go to movies (to, two, too).
4. Please (right, write) to me when you go on your trip.
5. Mary painted her bedroom (blue, blew).
6. Sue can (here, hear) the birds singing in the morning.
7. Mike (ate, eight) dinner late last night.
8. Mom (cent, sent) a present to my grandmother.
9. (Their, There, They're) coming here Wednesday.
10. Does your mother drink coffee (plane, plain)?
11. (They're, Their, There) is my favorite store.
12. This (peace, piece) of chicken is delicious.
13. The (led, lead) is broken on my pencil.
14. They were thrilled that (there, their, they're) team won the championship.
15. (Your, You're) my best friend.

****

PART II - Write the correct choice on the blank.

which, witch 1. __________ one of you is going to be a __________ for Halloween?

plane, plain 2. I asked the stewardess to give me a _________ piece of toast for breakfast on the _________.

waist, waste 3. It is sometimes better if heavy people _________ the rest of their food, so that their _________ size doesn't get bigger.

peace, piece 4. The two warring countries each got a small _______ of land in the ________ settlement.

to, too, two 5. There are ______ many people in ______ of the cars that are going ______ the beach.

****

PART III - Write sentences using the following words correctly:

1. there -

2. they're -

3. their -

4. your -

5. you're -

TOPIC: Epic - Comprehension of *The Adventures of Sinbad*

Aim: Why was Sinbad considered a hero?

Performance Objectives: Students will be able to:

- explain why Sinbad was a hero
- answer questions on story events
- define synonym and antonym
- select synonyms of author's story vocabulary
- select antonyms of author's story vocabulary

Materials:

- Apple computer lab
- software: The Adventures of Sinbad by Unicorn Educational Software
- book: The Thousand and One Nights

Do Now:

Did you ever hear of Sinbad? Who was he?

Vocabulary: synonym, antonym, hero

Motivation:

Although this software is usable if students have not read the story previously (since it includes both the story and comprehension questions, as well as vocabulary building), it is suggested that students be familiar with it prior to class.

What was the most exciting book you have ever read? Why? What was the most thrilling movie you've ever seen? Why? What are some things about movies and books that make them exciting for the reader? Make a list on the board. (Elicit - exciting heroes, a great story, a surprise ending, etc.)

Development:

1. You are about to read a three part adventure story. The hero of the story is Sinbad. What is a hero? (Elicit - a person of great strength or ability who strives in a worthy cause.) Who is a hero that you know? Why? After you have read the story, you should be able to discuss why Sinbad was a great hero. Often a hero has people, animals, or other things in nature trying to prevent him or her from succeeding. He or she may have to fight or die at times. Try to remember all the people and things that try to prevent Sinbad from returning home.

2. After you read the story on the screen, you will be asked questions about details of the story. Try to pay close attention when you read. Another part of the program is selecting synonyms and antonyms of words used in the story. What is a synonym? (Elicit - a word that means the same as another word.) What is an antonym? (Elicit - a word that means the opposite.)

   What is a synonym of ordinary? What is an antonym?
   What is a synonym of accumulate? An antonym?
   What is an antonym of foreign? A synonym?

3. Show the disk to the class. Emphasize that the disk is two-sided. The story is on one side and the questions are on the other. Tell the class to press the CAPS LOCK and leave it down.

4. Tell the class to insert the disk with the story side facing up. Tell them to follow the on-screen directions to select color and sound. When they see the Main Menu, they should use the spacebar to make a selection.

5. They should all select First Voyage. After they have completed the reading, they should turn the disk over to answer the questions. They should type 20 for the number of questions. They will have the option to choose questions in reading or vocabulary and decide whether they want them to be multiple-choice or fill in the blanks. It is important to guide the students as far as the type of questions chosen. Try to individualize as much as possible. If they want to do both reading and vocabulary for each voyage, they have to flip the story side up again when they are ready to do the next type of question.

6. The program includes a glossary. To access it, press the letter G. It is organized in alphabetical order. To return to the story, they must press Return.

7. After the students have completed reading the three voyages, they should play the Sinbad Match Game. It is a memory and concentration builder.

8. The suggested time for the computer activity is 40 minutes.

9. After the computer activity, discuss the details of the three voyages and the reason why Sinbad was a hero.

Summary:

1. Why was Sinbad a hero?
2. What were the main events in the First Voyage?
3. What were the main events in the Second Voyage?
4. What were the main events in the Third Voyage?
5. What is a synonym?
6. What is an antonym?

Homework: Worksheet

Enrichment:

1. Write a story about a time when someone or something prevented you from achieving a goal.

2. Divide the class into groups. Have each group write the Fourth Voyage of Sinbad. If possible, have them act the voyage out. If you have access to a videotape camera, make a tape of the presentations.

The Adventures of Sinbad Worksheet

PART I - Answer the following questions about the story. Use a separate sheet of paper to complete this activity.

1. Where was Sinbad from?
2. What did he inherit from his father?
3. Why did he fail his father?
4. What group did he join?
5. What was the green island made of?
6. How did Sinbad get back to the ship?
7. Who owned the white horse?
8. How did the horse get nourishment?
9. In his Second Voyage, what was the enormous white object?
10. What caused the sky to turn black?
11. What did the roc feed its babies?
12. What did Sinbad tie to his leg?
13. Where did the roc fly?
14. What were the snakes crawling on?
15. What fell from the sky?
16. How did he plan to get the jewels?
17. In his Third Voyage, why did the ship get lost?
18. Why was the Ape Mountain so dangerous?
19. Who destroyed the ship and stole the cargo?
20. Who lived in the huge castle?
21. What did the ogre do to one man each day?
22. What did Sinbad build for a getaway?
23. What did Sinbad build to protect himself from the dragon?
24. What did Sinbad use to attract the ship's attention?

****

PART II - Write a synonym and an antonym for each word.

	Synonym	Antonym
1. notice		
2. spacious		
3. careful		
4. neglect		
5. perilous		
6. gather		
7. drastic		

****

PART III - Write a paragraph explaining why Sinbad was a hero. Give one example from each of his three voyages.

TOPIC: Moral - *Jack and the Beanstalk*

Aim: What are the struggles or conflicts in Jack and the Beanstalk?

Performance Objectives: Students will be able to:

- develop an awareness of the literary element, conflict
- identify and describe the conflicts in Jack and the Beanstalk
- list the exciting parts of the story
- create a headline and write a news article about the story
- state the effective use of the element of conflict

Materials:

- Apple II computer lab
- software: Jack and the Beanstalk by HRM software
- class set of Jack and the Beanstalk

Vocabulary: conflict, struggle

Motivation:

Ask the students which parts of Jack and the Beanstalk were the most exciting. List their responses on the chalkboard.

Why did you find these parts to be exciting?
What do these exciting parts have in common? (Elicit the responses: danger or struggle.)

Development:

1. Ask the students to give another word for the struggle or fight in a story. (Elicit - conflict.)

   What kind of person is Jack? (stubborn, inquisitive)
   How does Jack's personality lead to conflict?
   How are these conflicts resolved?

2. Tell the students that the program they are about to use will help them review the story of Jack and the Beanstalk. They will also be able to help Jack resolve his conflicts by making certain decisions.

3. Students load side one of the program. Tell them to press RETURN. They are now asked if they would like sound. Instruct the students to use the arrow keys to highlight YES or NO, then press RETURN.

4. The students are now asked if they want to restore a previous game.

   (NOTE: During the game, the students are given the option of saving their work in order to continue the game at another time. Complete directions for doing this are given in the accompanying software manual on page 7.)

   Instruct the students to highlight NO, then press RETURN.

5. The first screen appears, showing Jack sleeping in his bedroom. On the bottom of the screen, there are two sets of words on two lines. Instruct the students to use the left and right arrow keys to highlight one word from each line, describing the action they would like Jack to take. Then

press RETURN to see the computer's response to their selection.

6. After the computer's printed response message appears on the screen, the students must press RETURN to continue.
7. Halfway through the program, the students will be asked to turn the disk to side two to continue.

Summary:

1. What is the definition of conflict?
2. What conflicts did Jack encounter? What were the outcomes?

Homework:

Find words from newspapers to form a headline for an exciting event in Jack and the Beanstalk. Write in any extra words needed.

Write a news article to go with this headline.

Enrichment:

Compose your own fairy tale. Include at least one serious conflict the hero or heroine encounters with a villain (giant, witch, ogre, etc.).

TOPIC: Elements of a Fairy Tale - *Rumpelstiltskin*

Aim: Why is Rumpelstiltskin called a fairy tale?

Performance Objectives: Students will be able to:

- explain what a fairy tale is
- list the aspects of this story which make it a fairy tale
- answer reading comprehension questions in a game context

Materials:

- Apple computer
- software: Rumpelstiltskin by Troll Associates
- class set of Rumpelstiltskin (optional)

Vocabulary:

miller, replied, commanded, dawn, dwarf, amazed, treasures, pleaded, overjoyed, appeared

Motivation:

Say the following poem eliminating the last word:

Today I bake, tomorrow I clean,
I'm going to take the child from the queen.
A fiddle, a faddle, a needle, a pin.
My name is a secret: it's ______________.

Development:

1. After children have guessed the answer, read Rumpelstiltskin to the class. Discuss the poem as it relates to the story. Ask: "Why is this a fairy tale? What happened on the first day? What happened on the second and third days?"

2. Present elements of a fairy tale: indeterminate time, hero(es) or heroine(s), villain, magic or supernatural, happy ending.

3. Tell students that they are going to play some games at the computer which will be fun and will test how much of the story they remember. Pick the number of the game you want and press RETURN. Then type your name to begin. Press Y or N for sound. For the Sequencing game, the computer will tell you if you are correct. If you are wrong, you will have two more chances before the computer gives you the correct answer. The other games are Tic-Tac-Toe and Following Directions. In Tic-Tac-Toe you must answer a true/false question about Rumpelstiltskin in order to get a square.

4. Students should put the disk into the disk drive with the label facing you. The program is self-loading. (If the program does not work, type PR-#6.)

5. Write on the board the function of the special keys.

H	Help
Control X	End the game
Control O	Turn the sound on or off

6. Students may not go back to the main menu until they have completed a game.

7. Instruct students to carefully remove disk, to return it to disk jacket, to turn off the monitor and computer power.

Summary:

1. What is a fairy tale?
2. Why is Rumpelstiltskin a fairy tale?

Homework:

Write a paragraph explaining why you feel Rumpelstiltskin deserved or did not deserve his punishment.

Enrichment:

1. List all the words you can make from Rumpelstiltskin. Each word should have three or more letters.

2. Create three unusual names for the queen, the king and the baby. Explain why you chose them.

2. Write a poem about how the queen might feel now that Rumpelstiltskin is dead.

TOPIC: Fable - *The Little Prince*

Aim: What is the moral in The Little Prince?

Performance Objectives: Students will be able to:

- define fable
- explain the lesson or moral of this fable
- explain the importance of friendship
- explain how trust and responsibility are important character traits

Materials:

- Apple computer lab
- software: The Little Prince by Media Basics Courseware
- book: The Little Prince by Antoine de St. Exupery

Do Now:

Are you a true friend to someone? How do you know?

Vocabulary: fable, moral

Motivation:

(It is important that the class has read the book, The Little Prince before this lesson. Make sure the students have a copy of the book in case they have to refer to it.)

The tortoise and the hare have a big argument about who is faster. They decide to race. The hare bolts out and then looks back to see the tortoise moving along very slowly so the hare takes it easy. The tortoise beats him. What is the moral or lesson you learn from this story? (Elicit - slow and steady wins the race.)

Development:

1. The Little Prince is a fable. What is a fable? (Elicit - a story that is told to present a moral or practical lesson.) What is a moral? (Elicit - a message that teaches the reader a lesson.) By the end of today's lesson, each of you will be asked to write the moral of The Little Prince.
2. The Little Prince is a story about love. Do you agree with the statement "Love conquers all?" Why or why not?
3. Why does the Little Prince have problems relating to adults? Why were children different? How was the pilot different from the other adults? Do you agree with the Little Prince that children are much easier to get along with? Why?
4. The Prince teaches the pilot some important lessons. Describe the character traits of the pilot before he meets the Prince. What was he like after his encounter with the Prince? How can people change others for the good and also for the bad?
5. A fable usually includes animals who speak or talk like humans. Who is the important animal character in this fable? (Elicit - the fox.) What was he like? If he had been a human, would you like him for a friend?

Why or why not?

6. Your assignment in this lesson is to analyze the fable and decide on a moral. Also, you will be asked to state how this fable proves that love and friendship are very important. You will be using a piece of computer software to help you. It is important to take notes.

7. Tell the class to load the program. Tell them that if they make a mistake, they will be given another clue and a second opportunity to answer. Tell them that the correct answer will be explained so they should read each explanation.

8. The class will do the following options:

   SECTION I - RESPONDING TO THE BOOK - A, B
   SECTION II - UNDERSTANDING THE BOOK - A, B, C, D

9. The suggested time for this activity is 25 minutes.

10. After the computer activity, have a class discussion on the fable's moral, the importance of love, and the necessity of friendship.

Summary:

1. What is a fable?
2. What is the moral of this fable?
3. Why are love and friendship important?
4. Why are trust and responsibility important character traits?

Homework: Worksheet

Enrichment:

1. There are no names in this story. Would it have made a difference if each character had a name? Why or why not? Suggest some names for the characters. Explain why these names would be good ones.
2. The asteroids in *The Little Prince* are fictional. Investigate the characteristics of real asteroids. Write a report.
3. If you lived alone on an asteroid, like the Little Prince, what sort of asteroid would you want? Describe the things you'd like to have on your asteroid, and tell what your life would be like.

The Little Prince Worksheet

PART I - The moral of this story is that love can bring both love and sorrow. Tell why each of the following brought love, sorrow, or both. Explain.

1. The Prince -

2. The pilot -

3. The fox -

4. The rose -

5. The sheep -

****

PART II - The fox played a very important role in the story. What does he teach the prince? How are he and the pilot alike? How are they different? What did the fox mean when he said, "What is essential is invisible to the eye."

****

PART III - The theme of this story is that loving means that a person feels responsible for the happiness of the person he or she loves. How does this story illustrate this theme?

TOPIC: Details - *Rapunzel*

Aim: What are the important details in the fairy tale Rapunzel?

Performance Objectives: Students will be able to:

- explain why Rapunzel is a fairy tale.
- recall facts and details, follow directions and recognize homonyms using the computer

Vocabulary:

belonged, wicked, champion, fetch, clutch, frightened, pleaded, tower, accidentally, rage, latch, miserable, glaring, fiery, terrified, wandered, drifting

Materials:

- Apple computer
- software: Rapunzel by Troll Courseware
- fairy tale: Rapunzel

Motivation:

Students should have read Rapunzel before the lesson; copies should be available for reference.

Relate a recent incident that occurred in the classroom. Ask the class why that is not a fairy tale.

Development:

1. Present elements of a fairy tale: indeterminate time, hero or heroine(s), villain, magic or supernatural, happy ending.

2. Display the book Rapunzel which accompanies the software. Call upon students to summarize the main events of the story and to explain why it is a fairy tale.

3. Explain to the students, that they are going to play Tic-Tac-Toe against the computer or against a classmate. They should put the disk into the disk drive with the label facing them and turn on the computer. The program is self-loading. (If the program does not work, type PR#6.) Type 1 for the Tic-Tac-Toe game.

4. The object of the game is the same as regular Tic-Tac-Toe, but the student must be able to answer a true/false question about Rapunzel in order to get a square.

5. Write on the board the functions of the special keys.

H	Help
Control X	End the game
Control 0	Turn sound on or off

6. When students complete the first game they may choose another game by pressing 2 and then type their names. They can go on to a third game by pressing 3.

7. Instruct students to carefully remove disk, to return it to disk jacket, to turn off the monitor and computer power.

Summary:

1. What are the essential elements of a fairy tale?
2. Why did the man go into the dangerous garden?
3. What kind of husband do you think he was?
4. How did the mother feel when her only child was taken?
5. Why did the prince always return to the tower?
6. How did the happy ending come about?

Homework:

Make five columns on your paper. Put the name of a different character in Rapunzel at the top of each column. Write as many adjectives as you can to describe each character. For example, witch - mean; prince - good, etc.

Enrichment:

Continue with the story of Rapunzel and write what might have happened to the witch after Rapunzel married the prince.

TOPIC: Tall Tales - *Pecos Bill*

Aim: Why is the story of Pecos Bill a tall tale?

Performance Objectives: Students will be able to:

- define a tall tale
- answer reading comprehension questions; use the cloze technique; define words; and recognize synonyms, antonyms and homonyms while playing computer games

Materials:

- Apple computer
- software: Pecos Bill by Troll Courseware
- class set of Pecos Bill

Vocabulary: rough, tough, wrangle, outwrangle, wrestle, grizzly, coyote, prairie, stallion, cyclone

Motivation:

Display pictures and books depicting cowboys in the Wild West years ago. Discuss the cowboy's life, how he traveled from place to place, etc.

Develooment:

1. Review the book Pecos Bill which was read in class. Discuss why it is considered a tall tale. List all of Bill's activities which made him a hero.

2. Say "Now, that you know the story of Pecos Bill you will be able to play four games at the computer. If you forgot parts of the story go back to the book to review as you will need to know the story in order to be successful in the games."

3. Write the names of the games on the board and briefly explain:

   Willy Nilly - In order to move the cowboy through the maze you press: U (Up), D (Down), L (Left), R (Right). You must answer true/ false questions as well.

   Word Catcher - You must press 1, 2, or 3 to pick the correct word for the sentence. When you answer correctly, the questions will come faster.

   Roll 'Em - You must pick the best meaning. You win 3 points for the first correct try, two for the second. You lose two points if you give two wrong answers in a row.

   Nimble - You will find a synonym, an antonym or a homonym by moving the pointer using the space bar and pressing RETURN.

4. Write on the board the function of the special keys.

H	Help
CONTROL and X	pressed together at the same time return to the menu
S	turns the sound on or off.

5. Tell students to put the disk into the disk drive with the label facing them. Close the disk drive door and turn on the monitor and computer. The program is self-loading. (You may need to type PR#6). On the Apple IIe the CAPS LOCK key must be down. When the menu appears on the screen, press the key for the desired game.

Summary:

1. What is a "tall tale?"
2. Why was "Pecos Bill" a tall tale?
3. What was your favorite part of this tale? Why?
4. What was the only act Bill failed at?
5. Why was he so unhappy?

Homework:

1. Ask students to list make-believe situations in which a hero like Pecos Bill would be helpful.

Enrichment:

1. Children pretend they are reporters for *The Amazing Chronicle* and interview Pecos Bill about his superhero actions.

2. Have the class collectively compose a tall tale.

TOPIC: *Aesop's Fables - The Mouse and the Lion*

Aim: Why should a weak person help a strong person?

Performance Objectives: Students will be able to:

- define a fable in their own words
- explain the meaning of a moral
- explain the moral "One good turn deserves another."
- read for details

Vocabulary: jungle, King of the jungle, grabbed, paws, trap, deserves

Materials:

- Apple computer
- software: Aesop's Fables by Unicorn Educational Software

Motivation:

Display pictures of a lion and a mouse.

Students discuss the physical characteristics of both animals.

Ask:
Compare the lion and the mouse.
Why is the lion sometimes called the King of the jungle?
How could a mouse ever help a big lion?

Development:

1. Say, "You are now going to find out if a mouse can help a lion as you read the fable The Mouse and The Lion at the computer.

2. Remind students how to insert the disk, to turn on the monitor and the computer power. The program is self-loading.

3. Say "The program will ask for your name. Type your name and press RETURN. Be sure to have the CAPS key in the locked position. When the menu appears on the screen, select 1 Aesop's Fables. Select 1 again when six pictures appear."

4. After silent reading, (about 5 minutes) ask students to retell The Mouse and The Lion in their own words.

5. Define a moral: a lesson we learn from a story and/or experience. Discuss the moral "One good turn deserves another." Ask "What do you think it means?"

6. Brainstorm with class how this moral could be part of our lives. Ask "What might happen if we help another person?"

7. What is a fable? (a story using animals who represent human characteristics that usually has a moral at the end.

8. Instruct students to take out the disks and turn to the other side to answer the reading comprehension questions. Select 1 and press RETURN. Press the SPACE BAR and RETURN for each answer. Explain that they may play against the computer or a friend. A score will be given at the end.

Summary:

1. Why did the lion roar?
2. Why didn't anyone come to help?
3. How did the mouse help the lion? Why?
4. How do you think the lion felt at the end?
5. How do you think the mouse felt?
6. What does the moral mean in this story?

Homework:

List all the different ways a smaller person can help someone bigger and possibly stronger.

Enrichment:

Write your own fable or story about things, people or animals that would show "One good turn deserves another."

TOPIC: *Aesop's Fables - The Rabbit and the Turtle*

Aim: How could a turtle beat a rabbit in a race?

Performance Objectives: Students will be able to:

- review the meaning of a fable and a moral
- explain the moral "slow and steady wins the race"

Vocabulary:

quickly, brag, tease, probably, "slow but steady," "run rings around you"

Materials:

- Apple computer
- software: Aesop's Fables by Unicorn Educational software

Motivation:

Set up a situation for the class. Say, "Have you ever noticed that during a test there is usually one person who races through the test and finishes way ahead of the others? What kind of student do you think that person is? What kind of mark will he or she probably get? Why? Allow children to try to form their own reasons. Do not judge answers.

Development:

1. Define a fable: a story that usually has animals who represent human characteristics with a moral or lesson at the end.

2. You are now going to read about two animals: a rabbit who brags that he is very fast and a turtle who admits he is slow. See if you can guess who will win a race and why.

3. Children now know how to boot Aesop's Fables. Explain that when the six pictures appear on the screen they are to press RETURN and #6 for the new fable.

4. After silent reading, (about 8 minutes) have children break up into small groups. Allow them to select a narrator, a rabbit and a turtle. The others in the group can be the friends of the turtle. Give the children time to act out the fable.

5. Remind children how to remove disk, turn off the computer, etc. as in the previous lessons in this Unit.

Summary:

1. What is a fable?
2. What was the rabbit like? Why?
3. Why did the turtle suggest a race?
4. Why did the rabbit take a nap?
5. Why did the turtle win the race?
6. What kind of people are represented by the turtle and the rabbit?

Homework:

Write an explanation for the following expressions:

"slow and steady wins the race"
"run rings around you"

Enrichment:

1. Create a collage of all the characters from the fables you have read. Label the collage.
2. Select one of the other program modules: Aesop's Spells, Spelling Skills, Memory Builder

Note: Students will need instruction to use one of the above modules. Please see manual accompanying the software.

TOPIC: *Aesop's Fables - The Dog and His Reflection*

Aim: Why is it a bad idea to want something that someone else has even if you really don't need it?

Performance Objectives: Students will be able to:

- review the meanings of a fable and a moral
- explain the moral "Be happy with what you have"
- understand that it's not good to be greedy

Vocabulary: chunk, pond, reflection, piece

Materials:

- Apple computer
- software: Aesop's Fables by Unicorn Educational Software

Motivation:

What does it mean to be greedy? Can you think of a time when you have been greedy? Explain.

Development:

1. Say "Let's read The Dog and His Reflection at the computer to find out what happened when a dog with meat in his mouth sees his reflection in the water."
2. Students insert the disks and turn on the computer. The program is self-booting?
3. Say: When the menu appears on the screen, select 1 - Aesop's Fables. When the six pictures appear select 5 for The Dog and His Reflection.
4. After silent reading (about 5 minutes), ask students to retell The Dog and His Reflection in their own words.
5. Write the moral "Be happy with what you have." Ask children for their ideas on the meaning of that sentence. Proceed with a discussion on the validity of this moral.
6. Ask: "When do you think this moral is true for you? When do you think it isn't?"
7. Remind students how to take out the disk and turn off the computer.

Summary:

1. Why did the dog drop his meat?
2. What was he thinking of?
3. When would you remember this moral in your life?

Homework:

1. Write about an event in your life in which the moral "Be happy with what you have" would be an important lesson.

Enrichment:

1. Work with a partner. On squares of construction paper which has been previously cut to about 5"x6", write sentences referring to the fables you have read at the computer so far. On the back put the title of the matching fable. Leave for your classmates to use.
2. Select one of the other program modules: Aesop's Spells, Spelling Skills, Memory Builder

APPENDICES

Software Duplication Guidelines

Like plays, novels, songs, textbooks, and all other published material, the programs and files on a published computer diskette are fully protected by the copyright laws of the United States. No diskette can legally be copied without the appropriate permission of the publisher. The position of the Division of Computer Information Services of the New York City Board of Education on diskette copying is the following:

1. Duplication of copyrighted software or documentation is prohibited.
2. Software publishers must be contacted to verify procedure for back-up multiple copies and licensing agreements.
3. A publisher's written permission is required to download or network programs to other microcomputers.
4. No student or Board of Education employee may use school computers to duplicate copyrighted software.
5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.
6. Simultaneous use of original software and/or its back-up is not permitted without the written permission of the publisher.

The copyright of the enclosed diskettes, however, belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of copies of these diskettes for use in the New York City public schools, either in day or evening sessions, without obtaining further permission. For your convenience, and to enhance the educational value of these programs, it is strongly advised that you make at least one copy of each diskette for each computer in your computer lab to allow all of your students to work on the same program simultaneously.

The New York City Board of Education has computer diskettes under contract at this time. If you wish to purchase additional diskettes, they are available under the Board of Education contract # P-3086, item # 11-99-6000.00.3 from:

Athana Incorporated
Suite 106
2730 Monterey Street
Torrance, California 90503
1-800-421-1591
Att: Carol Romeo

Copying Public Domain Diskettes for MS DOS Computers

Diskcopy with One Disk Drive

To make a copy of a software diskette on an IBM PC, PCjr, or IBM compatible computer with a single disk drive, follow these steps:

1. Before you start, be sure that the diskette you wish to copy is write-protected. Write protecting a diskette will prevent you from accidentally erasing or overwriting any of its programs or files. You can write-protect a diskette by placing a small piece of tape over the write-protect notch on its left side.

2. Insert the IBM DOS diskette into the disk drive, turn the computer and the monitor on, wait for the DOS to boot up, then enter the date and time. The last line on the screen will be A>.

3. Type Diskcopy, then press ENTER. The screen will display the message,

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   The SOURCE diskette is the diskette you want to copy. Remove the DOS diskette from the disk drive and insert the Source diskette. Press ENTER.

4. The screen will display a Copying . . . message, then the following instructions:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

   The TARGET diskette is the diskette you want to copy to. Remove the source diskette from the disk drive and insert the Target diskette.

   (NOTE: It is not necessary to format a new diskette before using it as the target diskette. Diskcopy will format automatically before copying.)

   Press ENTER.

5. If your target diskette has not been formatted before, the screen will display a Formatting . . . message before it copies. After it has formatted and copied, it will repeat the message it gave you in step 4:

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   Remove the target diskette from the disk drive and insert the source diskette again. Press ENTER.

6. After another Copying . . . message, the screen will repeat the message from step 5:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

Again, remove the source diskette from the disk drive and insert the target diskette. Press ENTER.

7. This is the last stage of the procedure. When the screen displays the message

```
Copy another diskette (Y/N)?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y. The screen will repeat the message

```
Insert SOURCE Diskette in Drive A :
Press any key when ready . . .
```

You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City public schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Diskcopy with Two Disk Drives

Copying on an IBM PC or IBM-compatible computer with two disk drives is an even easier procedure, because it doesn't require alternately removing and inserting the source and target diskettes. Follow the directions for steps 1 and 2 for a computer with one disk drive, then type in Diskcopy A: B: at step 3 and press ENTER. The screen will display this message:

```
Insert SOURCE Diskette in Drive A :
Insert TARGET Diskette in Drive B :
Press any key when ready . . .
```

Remove the DOS diskette, insert the source and target diskettes into the proper disk drives and press any key on the typewriter keyboard. The screen will display a Copying . . . message while it copies the source diskette and a formatting . . . message if the target diskette hasn't already been formatted. When the screen displays the message

```
Copy another diskette (Y/N)?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette. If you want to make another copy of the source diskette, type in Y and repeat the procedure.

Copying Public Domain Diskettes for the Apple II

To make a copy of your software diskette, follow these steps:

1. Before proceeding, be sure that the diskette you wish to copy is write protected. Write protecting your diskette will prevent you from accidentally erasing or overwriting any of its programs or files during this or any other use of the diskette. You can write protect a diskette by placing a small piece of tape over the write protect notch on the diskette's left side.

2. Insert the DOS 3.3 System Master diskette into drive 1 and turn the computer and the monitor on. When the Applesoft prompt and cursor appear appear type in RUNCOPYA and press RETURN.

3. The screen will display the message

```
APPLE DISKETTE DUPLICATION PROGRAM
ORIGINAL SLOT:   DEFAULT = 6
```

   Press RETURN.

4. The screen will display

```
ORIGINAL SLOT: 6
         DRIVE:    DEFAULT = 1
```

   Again, press RETURN.

5. The screen will display

```
        DRIVE: 1
```

   and add a new message:

```
DUPLICATE SLOT:  DEFAULT = 6
```

   Press RETURN.

6. The screen will display

```
DUPLICATE SLOT: 6
```

   and ask one last question:

```
        DRIVE:    DEFAULT = 2
```

   If you are using an Apple II Plus or IIe with one disk drive, change the number 2 to 1 and press RETURN. If your machine has two disk drives, simply press RETURN. The screen will display

```
-- Press 'RETURN' key to Begin Copy --
```

7A. If you are using a computer with two disk drives, the screen will give you no further instructions. Remove the DOS 3.3 System Master diskette and insert the source diskette into drive 1. (The source diskette is the diskette you want to copy.) Insert the target diskette into drive 2.

(NOTE: It is not necessary to format a new diskette before using it as the target diskette. The Apple II Plus or IIe will format it automatically before copying onto it.)

Press RETURN. Reading and Writing messages will appear alternately as the computer reads the source diskette and writes onto the target diskette. If the target diskette has not been formatted before, the screen will also display Formatting.

7B. If you are using a computer with a single disk drive, press the RETURN key. You will have to alternately insert and remove both the source diskette and the target diskette during the copying procedure. The screen will tell you what to do at the proper times. Follow its instructions carefully. When you insert the target diskette for the first time, the screen will display the word Initializing while it proceeds.

When the screen displays the message

```
DO YOU WISH TO MAKE ANOTHER COPY?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y and press RETURN. The screen will repeat the message

```
-- Press 'RETURN' key to Begin Copy --
```

You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City Public Schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Caring For Your Diskettes

Your computer diskettes will provide years of dependable service if you and your students handle them properly by following a few simple procedures.

1. Never handle a diskette unnecessarily. When it is necessary to touch a diskette, hold it by the corner near the label, and touch as little of its surface as possible. Under no circumstances should you ever touch the interior magnetic recording surface, either through the center of the diskette or any other opening in the diskette cover.

2. Never bend or fold a diskette.

3. Whenever possible, write out the diskette label before affixing it to the diskette. If it is necessary to write on the label after it has been affixed to the diskette, always use a felt tipped pen or marker. Never write on the diskette with a pencil or ball point pen.

4. Never attach anything to a diskette with a paper clip of any kind.

5. When a diskette is not in use, always return it to its paper envelope. store it in a cool, safe place, away from direct sunlight, excessive heat, moisture, dust, and dirt of any kind.

6. Computer diskettes are magnetic, and any contact with other sources of magnetism can destroy the programs and files that are stored on them. Keep your diskettes away from magnets of any kind, no matter how harmless they seem to be. Magnetic desktop paper clip holders (a principal source of trouble because they aren't obvious), magnetic children's toys and so forth can damage your diskettes.

   In addition, many common electric and electronic appliances are sources of magnetism. Televisions, radios, electric lights, and even the screen of your computer monitor produce minute amounts of magnetism which can cause diskette damage. Store your diskettes away from these devices when they are not in use, and do not allow your diskettes to come into contact with them when you are using them.

7. Never attempt to clean a diskette with cloth or fluid.

8. Always write protect your important diskettes by covering the notch in the left side with tape. This will keep you from accidentally erasing or overwriting an existing program or file.

9. Finally, accidents that ruin or erase diskettes are bound to happen. Learn how to use the diskcopy and copy commands on your DOS, and, as a precaution, always make back-up copies of any diskettes you would find difficult or impossible to replace.

For More Help ...

The Division of Computer Information Services maintains a Technical Assistance Center (TAC) in each of the five boroughs. These centers are equipped with a wide variety of computers, software, and, most important, experienced advisors to help you use the computers in your school more effectively and to answer any questions about computer education you may have. All New York City public school teachers are welcome to make use of TAC facilities, either by telephone or in person, at any time during the year. TACs are normally open from 9 A.M. to 5 P.M. during the school year and through all school vacations, including the summer, but daily hours can vary. Call first.

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Staten Island, N.Y. 10314
(718) 494-5042

Bronx TAC
1000 Teller Avenue
Bronx, N.Y. 10456
(212) 588-0279

List of Software Used in This Book

The Adventures of Huckleberry Finn	Hartley	Apple	55-5820.13.0
The Adventures of Sinbad	Unicorn	Apple	91-3173.33.1
The Adventures of Tom Sawyer	Media Basics	Apple	60-4800.05.3
Aesop's Fables	Unicorn	Apple	91-3173.39.0
Alice in Wonderland	HRM	Apple	91-4133.72.1
All Quiet on the Western Front	Media Basics	Apple	60-4400.15.2
Animal Farm	Media Basics	Apple	60-3800.02.5
Beauty and the Beast	Troll Micro Courseware	Apple	81-6712.40.9
Brave New World	Media Basics	Apple	60-4400.24.1
The Call of the Wild	Media Basics	Apple	60-4400.10.1
Charlotte's Web	Sunburst	Apple	55-6363.03.5
The Chocolate War	Media Basics	Apple	60-3400.63.9
Cry, the Beloved Country	Media Basics	Apple	60-3400.64.7
The Diary of Anne Frank	Media Basics	Apple	60-4800.07.X
Dr. Jekyll & Mr. Hyde	Encyclopaedia Brittanica	Apple	83-4731.59.1
Dracula	Media Basics	Apple	60-3400.65.5
Fahrenheit 451	Spinnaker	Apple	91-7649.94.X
A Farewell to Arms	Media Basics	Apple	60-4400.14.4
Film Writing I	Software Teacher	Apple	92-8781.16.X
Flowers for Algernon	Media Basics	Apple	60-3400.66.3
Giants in the Earth	Media Basics	Apple	60-4400.23.3
The Good Earth	Media Basics	Apple	
Great Expectations	Media Basics	Apple	60-4400.22.5
The Great Gatsby	Hartley	Apple	55-5822.36.2
Greek Mythology	Teach Yourself by Computer	Apple	60-3800.05.X
The Heart is a Lonely Hunter	Media Basics	Apple	60-3400.56.6
The Hobbit	Media Basics	Apple	60-4800.02.9
Hound of the Baskervilles	Encyclopaedia Brittanica	Apple	83-4731.56.8
I Can Read - Pecos Bill	Troll Micro Courseware	Apple	60-1400.59.3
Jack and the Beanstalk	HRM	Apple	91-4133.32.2
Julius Caesar	Media Basics	Apple	60-3800.01.7
The Little Prince	Media Basics	Apple	60-3400.55.8
Lord of the Flies	Media Basics	Apple	60-4400.17.9
Macbeth	Hartley	Apple	55-5822.89.3
The Miracle Worker	Media Basics	Apple	60-4800.04.5
Newberry Winners: Sounder	Sunburst	Apple	55-6363.41.8
1984	Media Basics	Apple	
The Odyssey	Media Basics	Apple	60-3400.61.2
Of Human Bondage	Media Basics	Apple	60-4400.18.7
The Pearl	Media Basics	Apple	60-3400.59.0
Perry Mason: The Case of the Mandarin Murder	Spinnaker	Apple	91-7649.87.7
The Pigman	Media Basics	Apple	60-4400.68.3
A Raisin in the Sun	Media Basics	Apple	60-4800.06.1
The Ransom of Red Chief	Media Basics	Apple	60-2400.35.X
Rapunzel	Troll Micro Courseware	Apple	81-6712.50.6
The Red Pony	Media Basics	Apple	60-4400.65.9
Romeo and Juliet	Media Basics	Apple	60-4400.66.7
Rumpelstiltskin	Troll Micro Courseware	Apple	81-6712.51.4
The Scarlet Letter	Hartley	Apple	55-5824.20.9
A Separate Peace	Media Basics	Apple	60-3400.62.0
The Telltale Heart	Media Basics	Apple	60-3400.52.3
Vampires and Dracula	Encyclopaedia Brittanica	Apple	84-4732.02.5
White Fang/To Build a Fire	Media Basics	Apple	60-3400.60.4
A Wrinkle in Time	Sunburst	Apple	55-6363.04.3
Wuthering Heights	Media Basics	Apple	60-4400.21.7

Literary Works Used in This Book

		pages
William H. Armstrong	Sounder	157
Ray Bradbury	Fahrenheit 451	167-177
Emily Bronte	Wuthering Heights	98
Pearl S. Buck	The Good Earth	39
Lewis Carroll	Alice in Wonderland	159
Robert Cormier	The Chocolate War	138
Charles Dickens	Great Expectations	92
Sir Arthur Conan Doyle	The Hound of the Baskervilles	37
F. Scott Fitzgerald	The Great Gatsby	76
Anne Frank	The Diary of Anne Frank	118, 161
Erle Stanley Gardner	The Case of the Mandarin Murder	9
William Gibson	The Miracle Worker	31
William Golding	Lord of the Flies	85
Lorraine Hansberry	A Raisin in the Sun	29
Nathianiel Hawthorne	The Scarlet Letter	141
Ernest Hemingway	A Farewell to Arms	72
Homer	The Odyssey	191
Aldous Huxley	Brave New World	154
Daniel Keyes	Flowers for Algernon	43
John Knowles	A Separate Peace	59
Madeleine L'Engle	A Wrinkle in Time	51
Jack London	Call of the Wild	144
	White Fang	69
	To Build a Fire	69
W. Somerset Maugham	Of Human Bondage	108
Carson McCullers	The Heart is a Lonely Hunter	89
O'Henry	The Gift of the Magi	11
	The Ransom of Red Chief	11
George Orwell	Animal Farm	123
	1984	134
Alan Paton	Cry, the Beloved Country	130
Edgar Allan Poe	The Cask of Amontillado	3
	The Tell-Tale Heart	3, 7
Erich Maria Remarque	All Quiet on the Western Front	147
Ole Edvart Rolvaag	Giants in the Earth	47
Antoine de St. Exupery	The Little Prince	209
William Shakespeare	Julius Caesar	17
	Macbeth	21
	Romeo and Juliet	24
John Steinbeck	The Pearl	106, 126, 151
	The Red Pony	112
Robert Louis Stevenson	The Strange Case of Dr. Jekyll and Mr. Hyde	96
Bram Stoker	Dracula	63, 65
J.R.R. Tolkien	The Hobbit	56
Mark Twain	The Adventures of Huckleberry Finn	54
	The Adventures of Tom Sawyer	102
E.B. White	Charlotte's Web	116
Paul Zindel	The Pigman	81

Fables and Fairy Tales

The Adventures of Sinbad 202
Beauty and the Beast 194-199
The Dog and His Reflection (Aesop) 220
Jack and the Beanstalk 205
The Mouse and the Lion (Aesop) 216
Pecos Bill 214
The Rabbit and the Turtle (Aesop) 218
Rapunzel 212
Rumpelstiltskin 207

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